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PROBLEMS AND PROSPECTS OF TRAINING IN HIGHER SCHOOL: PEDAGOGICAL, PHILOLOGICAL, PSYCHOLOGICAL AND INTERCULTURAL ASPECTS

Monograph

Published in 2023
by PC TECHNOLOGY CENTER
Shatylova dacha str., 4, Kharkiv, Ukraine, 61165

Approved by the Academic Council of Kharkiv National Automobile and Highway University, Protocol No. 53 of 07.04.2023

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Problems and prospects of training in higher school: pedagogical, philological, psychological and intercultural aspects: monograph / Ia. Levchenko, A. Kholodov and others. – Kharkiv: PC TECHNOLOGY CENTER, 2023. – 156 p.

The collective monograph is devoted to consideration of the problems and prospects of student training in higher education, namely its pedagogical, philological, psychological and intercultural aspects. The monograph deals with the problem of organizing the education of foreign students. A system of principles for the creation of educational programs for language training of educational migrants has been developed. Modern approaches to inclusive education as a means of promoting social equality of students with special needs are analyzed. The role of social networks in the lives of students and their impact on the pedagogical process was studied. The proposed theoretical, methodological and applied issues of student training in higher education are of theoretical and practical interest for scientists, practicing teachers and state administration bodies.

Figures 2, Tables 9, References 120 items.

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ABSTRACT

The collective monograph is devoted to consideration of the problems and prospects of student training in higher education, namely its pedagogical, philological, psychological and intercultural aspects. The main task of higher education today is personal development, formation of professional and social-communicative competence of students.

The monograph substantiates the methodological foundations of the practice of psychological research in the field of financing inclusive educational institutions and defines a system of methodological principles and methods of its organization, selects appropriate methods and psychological techniques suitable for empirical research in the field of psychology of finance. The problem of organizing favorable learning conditions for foreign students as a factor that is one of the important tasks of higher education has been studied, psychological and psychological factors have been determined that ensure the possibility of its effective implementation in higher education institutions. A system of principles for the creation of educational programs for language training of educational migrants has been developed, their functions, components of competences of foreign students of higher education in accordance with the tasks of language acquisition have been determined, teaching methods, evaluation criteria and means of control have been characterized. Methodological studies on the development of all types of speech activity of foreign students using multimedia technologies, modern social network content are presented. Modern approaches to inclusive education as a means of promoting social equality of students with special needs, development of their socialization skills and adaptation to learning conditions, formation of an individual educational trajectory, and employment are analyzed. The role of social networks in the lives of students and their impact on the pedagogical process was studied, various aspects of students' interaction with social networks were clarified. The essence, features and functional role of communication in modern society in the context of the development of inclusion, inclusive society and environment, intercultural communication and multiculturalism are studied. In order to improve the quality of the formation of professional competence among Chinese students during their studies at Ukrainian higher education institutions, the influence of the native language and the peculiarities of the linguistic picture of the world was investigated. The proposed theoretical, methodological and applied issues of student training in higher education are of theoretical and practical interest for scientists, practicing teachers and state administration bodies.

KEYWORDS

Financial and economic psychology, inclusive higher education, educational migrants, social networks, communication, multiculturalism, personal development, ethnopsychological features of the individual, professional and communicative competence, innovative technologies of training foreigners.

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READERSHIP AND SCOPE OF APPLICATION

The monograph is of practical interest for specialists in the field of pedagogy, psychology, philology, teachers of higher education institutions, doctoral students, graduate students, students of psychological and pedagogical specialties from the standpoint of implementing innovative educational technologies into the educational process with domestic and foreign students, approbation of scientific research methods. Also, the presented results of scientific research will be relevant for company managers, researchers who deal with the problems of the psychology of finance, innovative management, state administration, etc.

The scientific value of the materials presented in the monograph is the development of the structure, functions, and algorithm for creating an invariant model of programs for educational disciplines of the linguistic cycle for educational migrants, theoretical and practical recommendations in the field of providing educational services to foreign students, methodically justified methods of using the latest innovative technologies in their learning of the Ukrainian language as foreign, taking into account ethnopsychological specifics in the process of professional training in higher education institutions. Scientific achievements in the field of inclusive education are also relevant, for example, the determination of the factors of successful socialization and adaptation of students with special educational needs, the analysis of the use of social networks in the educational process and their impact on students and the pedagogical process, the study of socio-psychological and socio-cultural features of communication in inclusive educational space and in the conditions of multiculturalism.

Thanks to the universal approach to scientific research on problematic issues of higher education and the relevance of the raised issues for many countries of the world, the obtained results can be methodologically useful and practically applied both on the territory of Ukraine and on the territory of other states.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results presented in this paper.

INTRODUCTION

Today, education is one of the most important directions of society's development. The world system of higher education needs the attention of researchers to determine problem areas of higher education institutions during social distancing caused by quarantine restrictions, development prospects in conditions of destabilization of society by natural factors. New requirements for the effective provision of the educational process in the conditions of the crisis situation in our country need to be studied. The functioning of the higher education system in the conditions of martial law requires an intensive search for new approaches to learning, innovative forms of organization of the educational process, and the development of effective pedagogical and information technologies.

Analysis of priority strategies and key approaches to provision and the implementation of a high-quality educational process in modern conditions has become the primary task of research by scientists and teachers. The transformation of many years of experience in the educational process from offline to online mode, which took place in many countries of the world and remains active in Ukraine, requires monitoring the quality of educational activities in new conditions, identifying difficulties and finding ways to solve them.

It is also relevant to study all aspects of the development and psychological well-being of the individual. The psychological consequences of the unstable situation in recent years have become frequent manifestations of negative psycho-emotional states among students. In this regard, there was a need to investigate the impact of distance education on the psychological well-being of the student, its psychological readiness for online learning, and the determination of the possibilities of integrating social networks into the educational process.

We need awareness of the latest trends in the psychology of finance, which will provide an opportunity to more adequately and purposefully use human potential for the formation of a new approach in Ukraine in the conditions of globalization, European integration and the transition to an innovative economy.

The need to achieve positive results in the specified areas requires conducting scientific discussions, developing scientifically based strategies and approaches in the study of the educational process in institutions of higher education.

METHODOLOGICAL FOUNDATIONS OF THE PSYCHOLOGY OF FINANCES OF STATE EDUCATIONAL INSTITUTIONS IN THE CONDITIONS OF GLOBALIZATION

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ABSTRACT

It all starts with learning. From the very beginning of its existence, man learns about the world through learning. Education, and especially inclusive education, is the foundation on which the future existence of an intelligent person rests. A decline in the quality of education leads to the collapse of education, which in turn leads to the collapse of the nation. Therefore, the task of ensuring the quality of education is a priority for every state. As a result of modern transformations in Ukrainian society, a new direction of psychological science is actively forming, which studies in depth the process of financial activity of the subjects of society. Nowadays, financial and economic processes are highlighted by domestic scientists as a special sphere of public life and social relations, where psychology plays its extremely important role in regulating interpersonal relations. It should be noted that more and more scientific works focus on the psychological component of the financial and economic activity of individuals and social groups. That is, the modern psychology of finance appears in a close relationship with the process of socio-economic and economic activity of our country.

Awareness of the essence, trends and problems in the psychology of finance makes it possible to more adequately and purposefully use human potential for the formation of a new approach in Ukraine in the conditions of globalization, European integration and the transition to an innovative economy.

KEYWORDS

Financial and economic psychology, methodological principles, methods of scientific and psychological research, inclusive higher education.

1.1 PSYCHOLOGY OF FINANCES OF INCLUSIVE STATE EDUCATIONAL INSTITUTIONS: A MODERN CHALLENGE

Since the beginning of the 21st century, under the influence of the integration of the Ukrainian national education system into the European educational space, the strategies of the national education policy have radically changed. One of the directions of implementation of these strategies is the implementation into practice of the idea of creating an inclusive educational space of an educational institution and the implementation of inclusive education, which is a component of the

humanitarian policy of every modern country and shows how much its society protects inalienable human rights. The system of inclusive state educational institutions created today in Ukraine provides state-guaranteed educational services and is based on the principles of non-discrimination, consideration of the multifacetedness of a person, effective involvement and inclusion in the educational process of all its participants.

The professional competence of subjects of inclusive state educational institutions ensures successful use of relevant knowledge and skills in everyday practical activities for comprehensive assistance to various categories of the population that need it. Creation and state support of inclusive state educational institutions enables access to quality education for persons with special needs. Education for a person with a disability is a path to integration, to gaining financial and economic independence. This type of educational environment must be created, for example, for a student with certain nosological components (deafness, blindness, cerebral palsy, autism spectrum disorders, etc.), and for a student who has experienced the consequences of military events, or for an emigrant student, a student with manifestations of emotional instability, student families, students with other characteristics that require a specially organized educational space. This is what inclusion is all about, adaptation of the environment to the person, and not the other way around. This mission requires the coordination of knowledge from various fields, one of which is the psychology of finance.

Financial and economic psychology (psychology of finance) is a new direction of psychological science and is still in the formative stage. Its subject is the regularities of the psychological reflection of economic relations. The psychology of finance studies and gives answers to the phenomena that occur with the subject of society in the process of its economic activity. With the help of psychological methods of influence and sociological interaction, this new science explains the basis of personality development and provides an understanding of the peculiarities of financial decision-making by participants in financial relations. Finance is primarily a relationship between people. Initially, these relations are formed in the mind of each subject, and only later in the form of various contracts, securities and documents. That is, financial decisions are always influenced by behavioral factors, such as stereotyped thinking, cognitive biases, mentality, as well as relationships between the participants of a specific agreement. Moreover, this influence is relevant both at the macro and micro levels. Therefore, the object of the psychology of finance is both individuals and institutions, including inclusive state institutions.

In the conditions of uncertainty and variability of the external environment, as well as the lack of reliable information, a person makes decisions based on its own preferences, stereotypes, accumulated experience, in fact – intuitively. Stereotypes usually form a false impression of the functioning of any institution, whether it is a commercial bank or a public university. Psychological reasoning of individual behavior is very important for economic research, as it explains the model of financial behavior of citizens in conditions of risk and uncertainty, provides the possibility of its adjustment using a number of psychological techniques and established patterns of behavior. All this applies to the functioning of any institution, because it is the person (an official or a student)

who makes decisions, in particular financial ones. This is what determines the psychological determinants of financial behavior and inclusive state institutions.

The synthesis of psychology and financial and economic activity makes it possible to increase the efficiency of inclusive state institutions in the process of providing relevant services, which will improve the pragmatic mechanism of socialization of inclusive education in Ukraine. An important step on the way to this will be solving the issue of complex system management of financial resources of inclusive institutions of higher education, which involves the formation of a psychologically grounded concept of reforming the economic mechanism of their functioning. Therefore, the search for economic and organizational levers of influence on the activation of the development of inclusive education in Ukraine through the mechanism of systemic socio-economic and financial and psychological inclusive socialization of special state educational institutions seems to us to be a relevant and necessary direction of research.

Since the sphere of the financial and economic life of society is extremely complex, it is clear that it clearly requires the use of scientific and psychological research methods that will help establish the patterns of financial processes. As the classic of domestic psychology S. Maksymenko believes: "...only the application of correct scientific methods will give an opportunity to understand the true essence of any phenomenon under study".

The phenomenon of the psychology of finance in domestic and foreign psychological science is thoroughly investigated in [1–7]. The scientists understood socio-economic processes in the aspect of financial behavior, analyzed the main reasons for its changes in age and social manifestation, identified dominant typologies, established the relationship of financial behavior with a specific form of its manifestation in different social conditions, characterized the problems of forming interpersonal relationships in the field of finance [7].

At the same time, despite the multifaceted study of aspects of financial processes, scientists have outlined the following difficulties in the study of this issue: methodological principles, technology, and the sequence of using scientific and psychological research methods that will help establish patterns of financial behavior in the conditions of inclusive state educational institutions are not clearly defined.

So, the specified problem of identifying the peculiarities of empirical research in the field of psychology of finance in the conditions of inclusive state educational institutions is closely related to the development of a comprehensive program, where the basic methods of scientific and psychological research will be used.

1.2 METHODOLOGICAL FOUNDATIONS OF THE MODERN SCIENTIFIC APPROACH IN THE PSYCHOLOGY OF FINANCE

Modern psychology of finance focuses its efforts not only on the study of the phenomenon of the financial activity of a business entity, but also on the study of the problems of the development

of interpersonal relationships in the field of finance and on solving the practical tasks of optimizing the financial behavior and activity of an individual in the conditions of inclusive state institutions.

Scientific research in the psychology of finance, as in any other natural or social system, primarily involves the development of a certain technology, which is based on consistency and systematicity. In the psychology of finance, one should take into account such a feature as the adjacent nature of research on psychological and financial and economic aspects, which in the real financial and economic activity of an individual are inextricably linked and function holistically. Therefore, the specificity of the subject of the psychology of finance requires the development and application of special research methods. According to V. Rybalka, the quality of psychological research directly depends on its methodological support [6]. This means that every researcher in the psychology of finance must clearly know the methodological principles, be able to choose and, if necessary, create, in accordance with the purpose and objectives of the research, specific methods, have a sufficient idea of the system of methods suitable for learning psychological phenomena in the financial sphere. The statement of a number of domestic scientists that science should be based on certain methodological principles in creating its methodological toolkit is also convincing [6, 8, 9]. In their opinion, knowledge of methodological principles and compliance with their requirements will help to avoid errors in scientific research.

The methodological foundations of the modern scientific approach in domestic psychology were laid in the works of H. Kostyuk, S. Maksymenko, V. Rybalko, M. Savchyn, and M. Yaroshevsky. Summarizing the methodological achievements of these scientists, the Ukrainian researcher L. Turykina identified and combined into a coherent system the main scientific methodological principles, which, in our opinion, will be appropriate to use during research in the psychology of finance. The most important methodological principles are: the principle of determinism, the unity of the psyche and activity, the principle of reflection, the system-structural principle, the principle of the development of the psyche [9]. These methodological principles open up the possibility of scientific knowledge in the psychology of finance and are the main condition for the use of scientific methods (special techniques, means and operations) used during the study of the subject's financial and economic activity.

The analysis of domestic and foreign publications in the field of economic psychology, psychology of finance and related areas shows the ambiguity of scientists' views on the possibilities and expediency of using certain scientific methods of research. In general, scientists distinguish three groups of scientific research methods that can be used both in economic psychology and in the psychology of finance (**Table 1.1**).

In modern scientific studies in the field of economics and the psychology of finance, attention is increasingly focused on the psychological component of the financial and economic activity of individuals and social groups [3, 5]. Nowadays, the psychology of finance appears in a close relationship with the process of socio-economic and economic activity of the country and therefore requires the use of such methods of scientific and psychological research that will help to establish regularities in the sphere of financial and economic activity of a person.

● **Table 1.1** Classification of basic research methods in the psychology of finance

№	General characteristics of the group of methods	List of methods included in this group
1	Methods traditionally used in psychological research	Observation, experiment, questionnaire, survey, interview, testing, mathematical and statistical methods of data processing and objectification
2	Economic methods and methods used in related scientific areas	Mathematical modeling method, logical-theoretical analysis, synthesis, abstraction method, historical approach
3	The methods that began to be actively used with the emergence of economic psychology and the psychology of finance were developed taking into account the specifics of these scientific disciplines	Economic and psychological experiment conducted according to the scheme of a traditional economic experiment, but with psychological equipment

Since the psychology of finance should take into account such a feature as the adjacent nature of research into psychological and financial and economic aspects, for analysis and comparison it is appropriate to consider the views of scientists on the classification of purely psychological methods of scientific research (**Table 1.2**).

● **Table 1.2** Classification of psychological research methods

№	General characteristics of the group of methods	List of methods included in this group
1	Organizational methods	Comparative method, longitudinal method, complex method
2	Empirical methods	Observation, experiment, survey method, testing, projective methods, analysis of activity products
3	Data processing methods	Quantitative analysis, qualitative analysis
4	Interpretive methods	Genetic method, structural method

As can be seen from **Table 1.2**, all methods of scientific psychological research, depending on the stage of research and its task, are divided by scientists into four large groups: organizational, empirical, data processing and interpretive. The choice and use of each of these specific methods in the psychology of finance is determined by the goal and task of scientific research.

Let's note that research methods based on the mathematical apparatus of optimal programming, mass service theory, game theory, and heuristic programming are increasingly used in modern publications [3, 7, 10]. According to V. Moskalenko, game theory is a fairly effective tool for modern finance psychology and economic psychology, especially such sections as business and entrepreneurship. Game-theoretic tasks are used by researchers to predict the reaction of

competitors to a change in pricing policy, offer additional services, modify old and develop new products, and model the economic behavior of investors in the securities market [4].

It should also be taken into account that modern researchers often and quite successfully use the following psychological methods to obtain information in marketing research: surveys (questionnaires, interviews, hall tests), observations, experiments, expert evaluations [4, 10, 11]. It is clear that the use of psychological research methods in the psychology of finance has its own characteristics and requires certain adaptation to the goal and task of each specific scientific study in the field of financial processes. For example, let's take the method of observation as one of the oldest and most basic methods in psychology. This method is especially appropriate in situations where it is impossible to interview the subjects, and conducting any experimental procedure is complicated. In the psychology of finance, this method is effective for researching the behavior of buyers at points of sale (in front of stands with goods), for studying the direct interaction of a buyer (client) with a seller (a person who provides services). The observation method has advantages compared to a traditional survey: higher objectivity in the study of spontaneous behavior; leveling the possibilities of a person (as a client, buyer) to embellish or distort their preferences; the opportunity to observe and investigate unconscious (impulsive, affective) behavior of an individual. The disadvantages of observation as a research method in the psychology of finance are difficulties in ensuring representativeness (when observing the behavior of customers in a store, it is impossible to make a sample according to the demographic structure of society) [7].

According to a number of authors, the experimental method differs from observation by the active intervention of the researcher in the activity of the subject in order to create conditions under which the given mental quality of the subject is revealed [5, 8]. The researcher can repeat the research several times, specifying the obtained results. In psychology, different types of experiments are used: natural (in conditions familiar to the subject, its psychological features are revealed), laboratory (in specially equipped rooms with the use of devices, the mental functions of the subject are studied), ascertaining (reveals actual mental manifestations of the subject), and formative (aimed at the formation of desired mental qualities) [6]. These types of experimental research in the psychology of finance are of particular importance, as they relate not only to the interpersonal relationships of people, but also provide an opportunity to reveal the psychological characteristics of an individual in the conditions of economic activity.

Interview, and questionnaire methods as survey methods [9] refers to L. Turynin interview methods. In the psychology of finance, the conversation is conducted according to a previously prepared scheme and defined questions. Depending on the nature of the research, the interview can be standardized, when the issues to be covered are fixed in advance, or free, exploratory, when it is the first stage of the research and is used to clarify its technology. The interview procedure is based on the "question-answer" principle. As a rule, questions are clearly programmed in advance. This method makes it possible to study a large number of people at the same time, to collect an array of data related to their various problems and interests in the field of financial processes. Questionnaires provide significant opportunities for obtaining a large amount of information in a

short time. A marketing questionnaire consists of open, alternative or closed questions. Open-ended questions are answered freely, and alternative answers are fixed ("yes", "no", "I know", "I don't know"). Closed questions require a free answer that requires additional interpretation. During the questionnaire, it is not permissible to change the wording of the questions, as this complicates their analysis. A significant advantage of the questionnaire is its anonymity, which ensures the truthfulness of the answers. The possibility of using the questionnaire method in the psychology of finance is presented in **Table 1.3**.

● **Table 1.3** Indicators of financial behavior in the field of earnings

Indicators of financial behavior	1	2	3
How often do you strive to find a higher paying job?	Never	Rarely	Constantly
How often do you try to find additional income?	Never	Rarely	Constantly
How often do you try to improve your skill level?	Never	Rarely	Constantly
How often do you try to acquire new knowledge, skills and abilities in order to increase the level of your earnings?	Never	Rarely	Constantly
Have you had to defend your rights before the employer?	Never	Rarely	Constantly
Do you earn from deposits (interest-bearing money deposits in the bank)?	Never	Rarely	Constantly
How often do you apply to state authorities for the purpose of receiving various types of financial aid (subsidies, unemployment benefits, assistance to forced migrants, etc.)?	Never	Rarely	Constantly
How often do you contact non-governmental organizations (charitable foundations, volunteer organizations) in order to receive various types of financial aid?	Never	Rarely	Constantly
Do you want to start your own business?	Never	Rarely	Constantly
Are you looking to expand your business?	Never	Rarely	Constantly

The analysis of modern publications in the field of psychology of finance and economic psychology revealed the growing popularity of the use of the field research method [1, 3, 4]. Field research is a study of permanent representation with the aim of obtaining primary information about the state of markets, spheres of financial activity of individual enterprises, households, and individual consumers. This method consists in regularly receiving information from the formed audience in the form of completed questionnaires. Field studies can be:

- short-term (during 1–2 weeks, the respondent fills out and hands over the questionnaire to the representative of the organization every day);
- long-term (for six months, a year or several years, when information is provided once a week, month, quarter);

– information is recorded not in written form, but with the help of video and audio devices, which show exactly which programs, channels, or web pages the research participant listens to, perceives on radio, television, and the Internet.

The most popular types of modern field studies in the psychology of finance include:

- sellers' platform (stores, kiosks, system retail, sales volumes and their market share, distribution, retail prices);
- consumption site (volume of consumption, market share, average retail price, purchasing behavior, consumption profile, consumption habits);
- an information platform (the volume of television viewing, the rating of channels and their share, the state of the telecommunications market and its impact on the economy and psychology).

1.3 FINANCE AS A LEVER FOR THE TRANSFORMATION OF ECONOMIC PROCESSES.

THE ROLE OF THE PSYCHOLOGY OF FINANCIAL RELATIONS IN THE TRANSFORMATION OF ECONOMIC PROCESSES IN STATE INSTITUTIONS

Finance is the fundamental lever, with the help of which the regulatory azimuths of economic factors are carried out, and the fundamental main problem of the transformation of economic processes. The development of modern and effective methods of financial policy, their implementation in practice forces to fundamentally change fixed views on finances and to define them as fundamental in the context of strategic tasks of economic development of Ukraine [12, 13].

The thousand-year development of humanity shows that the most important tools for regulating economic and national redistribution processes are value factors, the basis of which are finances and psychological financial relations of the relevant subjects of the country's economic system. It is with their help that society can actively ensure proper socio-economic development of every individual in our country.

With the help of effective financial and economic services of the population and the economic activity of the business entity or the state, in particular, a multilateral influence is exerted on the organization of market relations and the processes of extended reproduction. On the one hand, "psychology" – as the brainchild of philosophical knowledge, and on the other – "finances", as the core of social and political-ideological issues, which concentrated in themselves the fundamentality of the economy, the pragmatism of politics and the rationality and effectiveness of their activities in the process of creation, distribution and redistribution of the newly created value of the economic entity, individual, state.

So, finance is a resource-generating category, because financial relations are always connected with the formation and use of financial resources, that is, money that is formed in the process of distribution and redistribution of the gross domestic product. Funds of financial resources are created at enterprises, in sectoral management bodies, as well as at the national level and are used for their intended purpose.

In the processes of the value distribution of the gross domestic product, various value instruments can participate, in particular, finance, credit, prices and tariffs, wages, each of which has its own characteristics and its own history.

The genesis and evolution of value distribution with the help of finance was accompanied by a change in the forms of value distribution, priorities in the formation and use of financial resources, capital investment, the fullness and direction of money and financial flows.

This, in turn, significantly influenced the history of the development of human civilization, the growth of power or decline of states, the creation, distribution and consumption of goods, the development of industries, creative and intellectual achievements, etc. Finance as a tool of value distribution is used at all stages of social reproduction: production, distribution, exchange and consumption.

The objects of distribution with the help of finance are:

- Gross Domestic Product;
- national wealth;
- external receipts in the form of financial aid, external state loans, foreign investments, as well as other interstate transfers from foreign countries, international financial institutions and foreign legal entities and individuals in modern conditions of martial law.

The subjects of the distribution of finances are:

- the state;
- entities;
- individuals;
- international organizations;
- other states.

As can be seen, the subjects of the distribution are the direct managers of the financial and economic relations of the institution (states – the Prime Minister of Ukraine; legal entities – heads of enterprises and institutions; territorial communities – the mayor; inclusive higher education institutions – the rector). That is, the subjects of financial relations are a person or a subject of society who is the manager of state (non-state) finances.

As a result, the subject of society – a person – naturally has inherent emotions. Emotions are a psychophysiological process, a holistic reaction of the organism that reflects the subject's attitude to the object (another subject) in a situation of uncertainty. Emotions "color" and in this way fix individual experience in the economic sphere, influence economic behavior.

Thanks to emotional memory, useful forms of behavior are fixed, and unsuccessful ones are rejected. Positive emotions and a good mood stimulate more consumer activity, so various factors (visual, auditory, olfactory, etc.) that raise the mood in stores, supermarkets, and entertainment venues will be used. Positive emotions strengthen optimistic expectations, which increase unplanned expenses and reduce the consumer's desire to save. The action of negative emotions is the opposite. The same patterns work for stock market players: against the background of positive emotions, they give more hope regarding the product, its operation or the situation on the stock exchange, which stimulates greater risk. Thanks to emotion, energy reserve capabilities

are activated in a situation of uncertainty [14]. However, different situations and activities require different levels of activation.

If the level of activation is too high, desires and cognitive components of activity are destroyed, the goal and results are replaced (energy is spent on presenting the result, on the fear of losing it).

The factor of the complexity of the task, the responsibility for the result of the activity, makes its own corrections in the activity model of financial behavior. It turned out that with simple tasks it is necessary to maintain a high level of arousal to avoid lethargy. Difficult tasks require a low level of arousal, and medium-complex tasks require a medium level of activation and stress.

In a state of high arousal, people are more likely to engage in easier types of activities (putting papers in order), and in a state of low arousal – more complex ones (drafting a budget, innovative investment projects). If overstrain and overmotivation occur in a situation of increased responsibility in labor and educational activities, then such a state worsens the work result, which leads to the instillation of tension and anxiety in such situations, and will be a management error.

So, taking into account the above, the extremely important importance of the psychology of finance in the life of society is due to the fact that the subjects of society (people, individuals, individuals who are managers of state and non-state funds), taking into account the emotional actions of self-existence (good or bad mood): ensure the distribution of gross domestic product and financial needs of legal entities and individuals and the state; redistribute financial resources between economic sectors, regions, social strata of the population, legal entities and individuals; ensure the circulation of financial resources and the continuity of the reproductive process; and also exercise control over the processes of formation and use of financial resources both at the state level and at the level of an inclusive state institution and business entity.

1.4 DISCUSSION OF THE RESULTS OF SECTION 1

Scientific research in the psychology of finance involves the development of a certain technology, which is based on consistency and systematicity. In the psychology of finance, one should take into account such a feature as the adjacent nature of research on psychological and financial and economic aspects, which in the real financial and economic activity of an individual are inextricably linked and function holistically.

The psychology of finance is the psychology of the subject (natural or legal entity, state, financial or budgetary institution, enterprise, corporation, etc.) in the process of economic, fund-forming, social, economic and fiscal relations. Relations based on the productive forces and production relations of society, covering the sphere of labor and management, entrepreneurship, commodity-money exchange, distribution and consumption, redistribution of resources, represent a subjective form of these relations and property rights. The regularities of the psychological reflection of financial and economic relations are the subject of the psychology of finance. The psychology of finance is a scientific direction that studies the behavior of people and business

entities, and the state in particular, in the conditions of financial and economic relations, that is, in the conditions of production, distribution, redistribution, exchange, consumption, ownership and management.

The psychology of finance arose as a result of the awareness of the fact that understanding human behavior in the field of financial relations and choosing a successful economic policy is impossible without understanding the psychological characteristics of a person as a subject of these relations.

The emergence of a new field of knowledge at the junction of the theory of finance and psychology was determined by the objective requirements of solving practical problems in the financial and economic field, psychology of marketing, perception of money, consumer behavior, psychology of investment and accumulation behavior, psychological aspects of economic policy, psychology of advertising, etc. The financial approach considers economic behavior as economically expedient, rational, aimed at maximizing benefits and minimizing costs. The main task of the economy is the study of the laws of conducting a more efficient economy and state formation.

Modern researchers successfully use psychological methods and techniques to obtain information in marketing research. The use of psychological research methods in the psychology of finance has its own characteristics and requires certain adaptation to the purpose and task of each specific scientific study in the field of financial processes.

The analysis of classical and modern scientific views on the problem of the scientific-methodological approach to research in the psychology of finance allows to determine the system of methodological principles and ways of organizing the practice of psychological research in this field, to choose the appropriate methods and psychological techniques suitable for empirical research in the field of psychology of finance.

The perspective of further research is the development and approval of a comprehensive research program in the field of psychology of finance, where the basic methods of scientific and psychological research will be used in the conditions of inclusive state institutions to expand opportunities in all areas of social inclusion, which cover the issues of successful learning and acquisition of competencies necessary for meaningful employment of graduates, their personal and civic life.

The growing role of the psychology of finance and its practical application in the form of financial inclusion in the development of society requires higher education institutions to constantly search for ways and methods of improving the educational process, bringing the content of higher education closer to the requirements and needs of a complex socio-economic environment, creative and innovative thinking.

The practical component of financial relations in the conditions of recovery processes and post-war transformation, high variability of the environment requires not only the ability to adapt to the new, but also the ability to anticipate events, to take a proactive position, and also to maximally involve every member of society in the functioning of the financial system and the accumulation of the financial potential of Ukraine.

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PSYCHOLOGICAL AND PEDAGOGICAL FACTORS IN THE ORGANIZATION OF EDUCATION OF FOREIGN STUDENTS IN THE EDUCATIONAL SPACE OF HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Internationalization processes of world higher education are one of the leading trends in its modern development. The problem of creating special favorable study conditions for foreign students is relevant at the state level of many countries, since the training of competent specialists in demand on the labor market has geopolitical and socio-economic significance and is one of the main tasks of higher education at the current stage of the development of society. In this context, it is important to determine the psychological factors that ensure the tutoring activity of teachers, the role of emotional competence in increasing the effectiveness of the education of foreign students, the peculiarities of the non-verbal aspect of pedagogical communication with representatives of different cultures, taking into account the influence of the type of pedagogical system on the success of the adaptation of foreign students, studying the peculiarities of this process and development of ways of forming social adaptive competence of foreign students in the conditions of their professional training in higher education institutions of another country.

KEYWORDS

Tutoring activity, pedagogical system, intercultural communication, social adaptive competence, foreign students.

2.1 TUTORING ACTIVITIES WITH FOREIGN STUDENTS IN ONLINE LEARNING CONDITIONS

The need to implement economic and geopolitical tasks in the highly competitive market of educational services raises the issue of adapting foreign students to the new conditions of the educational process and their adaptation to the new socio-cultural environment. A tutoring institute operating in many institutions of higher education in Kazakhstan and Ukraine can help a foreign student solve these problems.

Today, pedagogical personnel capable of facilitating the construction and implementation of their own individual educational programs by foreign students, capable of providing them with support and accompaniment in any form when drawing up their own educational route in the conditions of online education, are in particular demand today. Let's believe that the tutoring activity, where the tutor performs the function of co-developer of educational projects and programs, acts as a consultant in the field of educational services, combines the position of a mentor and a designer, is the most

effective for achieving this goal. Tutoring activities should be aimed at the maximum expansion of the educational environment, which will allow each foreign student to use its resources to build and implement their own individual educational program. In tutoring work with foreign students, it is also necessary to take into account the psychological adaptation of foreign students to higher education.

Today, in pedagogical science, a tutor is mostly positioned as a teacher-mentor, a guardian who manages a group of students, helps them in their studies, monitors their educational activities, directs their professional training. Tutor activity from these positions can be considered as a universal international means of training a specialist, a form of organization of educational work in a higher education institution [1]. Its purpose is to study the individual style of educational and cognitive activity of each student and to provide it with targeted help in overcoming certain problems.

The tutor is a teacher-consultant, coordinator of the educational process, the content of which is focused on the educational technology of productive learning aimed at methodical and organizational assistance to students at all stages of educational activity. The tutor is also a problem solver who poses a problem to the student, and as a result of its solution, the student acquires the criteria of "requests" for all pedagogical positions [2]. Thus, tutoring activity is related to individually oriented pedagogy, since the student interacts with the tutor based on its own self-determination, while it interacts with other subjects of pedagogical activity according to its educational program.

As the main goal of tutoring activity, it is possible to name the formation of a professional subject, capable of one's own future professional self-movement, realization in the profession thanks to one's resource, given by nature and acquired in the process of development [3].

All definitions of tutoring agree on one thing – the tutor works with each student individually, based on its interests. That is, a tutor is a teacher who works on the basis of the principle of individualization and accompanies the process of defining and implementing an individual educational program. The task of a tutor in relation to a specific student can be called the formation and development of skills, the ability and willingness to freely and responsibly solve a problem situation, the formation of learning motivation, the direction of value orientations, the promotion of self-development and the stimulation of professional self-determination, and in relation to a group of students – the formation and development of educational and social relations as between them, and between students and teachers. From these positions, we define tutoring activity as a system of activities of an educational, educational and developmental nature, which are carried out by a tutor and are a means of managing the individual development trajectory of a student in a higher education institution.

Tutoring activity is multifaceted [4]:

- organizational (organization of students' educational activities);
- informative (taking care of students' assimilation of certain theoretical content provided in the course materials);
- communicative (ensuring students' communication with the tutor and with each other);
- developmental (activation of students' cognitive activity, promotion of students' personal development).

Let's supplement this list by adding such aspects of tutoring activities as the organization of self-determination, self-realization of a person in the profession, assistance in the development of an individual educational paradigm, that is, ensuring the success of individual professional searches.

The activity of the tutor can be successful only under the conditions when it strives to know the student, its personal qualities, the specifics of its emotional and intellectual sphere, the conditions of its study, life, material situation, based on the analysis of this information, include students in various types of activities according to interests, to help in the organization of independent work, to promote participation in such types of educational activities as project, research, organizational, etc. From these positions, it is possible to see the main task of the group tutor as creating favorable conditions that will help students find themselves and their place in educational and cognitive activities, the student body, social life, promoting the progressive development of an active personality that believes in itself, accepts itself and others, is aware of its positive and negative sides, knows how to set goals and achieve goals, is capable of self-realization.

The complexity of the tutor's work with a group of foreign students lies in the fact that the foreign student, in connection with its stay not only in another society, but also in another country, undergoes a restructuring of the entire system of value-cognitive orientations of the individual, learns new ways of cognitive activity, certain types and forms of interpersonal relationships are formed. The successful adaptation of foreign students to study at the university determines the degree of psychological comfort, educational motivation, direction and nature of their educational activities, affects the entire further course of their professional life. The tutor's field of activity includes identifying the characteristics of the character and temperament of foreign students, the presence of accentuations, studying the characteristics of their motivation and value orientations, the psychological climate of the group, and the characteristics of adaptation to new living and learning conditions. But let's pay attention to the fact that it is impossible to provide the necessary support and assistance to foreign students in all the listed areas if the tutor does not have the required level of psychological and pedagogical competence.

The process of adaptation of foreign students to study at a higher education institution is complicated by several factors: establishing social contacts, overcoming the language barrier, self-realization in a new society and integration into it, getting rid of stereotypical perceptions by representatives of another culture, developing a tolerant attitude towards participants in intercultural communication and interaction, overcoming culture shock, as well as adapting to the values of the new society. It should be noted that the difficulties encountered by foreign students in the course of study, different in content from the difficulties of domestic students (overcoming the didactic barrier), depend on national and regional characteristics and change from course to course. This requires additional psychological and pedagogical knowledge and skills from the tutor. Therefore, the psychological aspect of the tutor's activities for the adaptation of foreign students to study at higher education institutions should consist of the study of such fundamental components as cognitive activity, personal adaptability and interpersonal interaction of foreign students.

In today's conditions of mostly distance learning, the majority of tutoring activities are carried out through online resources. Testing can provide significant help to the tutor in diagnosing the psycho-emotional state of students. The toolkit that allows to evaluate the success of psychological adaptation of foreign students to the new socio-cultural conditions and educational environment of the university should include methods aimed at identifying factors affecting the inclusion of a foreign student in the educational process. It can be a polystructured interview that reveals target attitudes towards learning, value orientations, evaluation of educational activities at different levels, life in a multinational dormitory, etc.; various diagnostics and methods aimed at studying the factors of intergroup and interpersonal communication in the process of educational and extracurricular activities, such as, for example, "Multilevel personality questionnaire "Adaptivity"" by A. Maklakov and S. Chermianin, "Scale of social and psychological adaptability" by K. Rogers and R. Diamond (adaptation by T. Snegireva). It is possible to use standardized methods, such as R. Kettel's 16-factor questionnaire, R. Spielberg's scale, and E. Bogardus' social distance scale.

R. Kettel's personal questionnaire makes it possible to study the national-psychological characteristics of foreign students, as it makes it possible to simultaneously identify the personal characteristics of students and evaluate the tendencies of their response to generalized descriptions of situations that take place during the adaptation period. This technique offers opposite options for behavior, each of which can become positive in a number of situations, in order to determine the degree of expressiveness and a specific "set" of such in representatives of different countries.

An important condition for a student's successful adaptation is its ability to correctly assess its capabilities both in relation to the educational tasks that are presented to it and in relation to its routine and rules that determine their implementation. That is why it will be appropriate in the study of adaptation to use the method of determining the student's self-esteem as an indicator of its ability to study adaptation, such as, for example, J. Rotter's "Methodology for diagnosing the level of subjective control" (adapted by E. Bazhyn, S. Glinkina, A. Etkind).

The dynamics of the development of attention, memory and imaginative thinking can be considered as a process that reflects the adaptation of students to study in higher education institutions. A change in the levels of functions and their stabilization is an indicator of adaptation to the educational process. To determine this indicator, it is possible to use different research methods of cognitive-regulatory features: V. Morosanova's self-regulation style research method, T. Khomulenko's method for determining metalinguistic awareness and metamemory, V. Lyaudis' method of diagnosing life time organization in students, "Student achievement motivation" method in higher education" by S. Pakulina and others.

It is also important to take into account that educational work is preserved outside distance learning, which is an important part of the pedagogical process, because education and learning are in many respects a joint process. In an educational institution, education is a purposeful, systematic activity focused on the formation of socially significant qualities, attitudes and value orientations

of an individual. In addition, education creates favorable conditions for comprehensive harmonious, spiritual, intellectual and physical development, self-improvement and creative self-realization of the individual. Education and training is an organic process of developing the professional competence of a specialist with a high level of culture and the formation of its personality. That is why the issue of organizing the educational process in the conditions of online learning is also necessary and important.

Certain difficulties in organizing online educational work with foreign students are mostly related to the use of Internet services. These are possible technical problems, namely the lack of necessary mechanisms for accessing the Internet, problems in the operation of communication tools, limited skills in using various services of students or teachers, and their low level of digital literacy. Insufficient motivation of students to participate in educational activities, brevity of types and methods of educational work in distance learning can also become an obstacle (it is not always possible to use conventional methods using the Internet, and not everyone is capable of improving them using a digital educational environment).

But, along with the difficulties, certain advantages of this type of work with students can also be mentioned. In addition to the solution of standard tasks, remote educational work can provide the solution of other tasks: individualization, ensuring personal contact with foreign students, involvement of participants in the educational process from other sides.

Thus, it is possible to hold informative tutoring hours, master classes, trainings, etc. The main thing is to know that contact using the Internet, and not in person, has some peculiarities: you do not control and do not know what the student does in the online audience. It is necessary to mark certain rules. It is necessary to provide an opportunity for an open conversation with the teacher for each student.

The experience of conducting tutoring activities in a remote format, which increases the success of the formation of social and adaptive competence of foreign students, allows us to single out the most effective measures from the complex. In our opinion, these are web quests, during the execution of which, in the form of group work, students' communicative and leadership qualities are revealed, and their desire to receive information increases. Creation of a common creative product, joint viewing of video films with further analysis, visiting a virtual museum, and exchanging opinions about what was seen also turned out to be relevant methods of uniting the group during distance learning.

Already today, the presence of remote form of educational work in the life of higher education institutions is a necessity, students must be able to receive and assimilate various types of information remotely. Participation in conferences, speeches in front of fellow students form their personal qualities. At the same time, the tutor's task is to correctly set the direction of not only educational work, but also educational work.

When choosing measures that contribute to the success of the formation of social-adaptive competence of foreign students, it is necessary to take into account their national specificities and choose pedagogical strategies that are acceptable for them.

2.2 STUDYING THE ROLE OF THE TEACHER'S EMOTIONAL COMPETENCE IN INCREASING THE EFFECTIVENESS OF FOREIGN STUDENT' EDUCATION

Emotional competence is an important factor in the professional development of future specialists. It is a prerequisite for success in professions associated with intensive interaction with other people, since the harmonious formation of the personality consists not only of the cognitive development of a person, but also of an emotional attitude to the surrounding reality in accordance with the values, ideals and norms of society.

Emotions are often considered in the educational process as undesirable: as a source of various obstacles that cancel the logic and reasonableness of behavior, weaken the self-control of students and prevent teachers from managing the situation, as a source of immature behavior. Indeed, it is, and it will continue to be so as long as the student and teacher are emotionally illiterate.

Developed emotional competence is an important quality of a professional teacher. It is the ability to be aware of one's emotions and the emotions of a communication partner, analyze them and manage them in order to choose the most effective behavior in a specific situation.

The developed skills of emotional competence allow the teacher to consider its emotions and the emotions of students as a management resource and, thanks to this, to increase the effectiveness of its activities.

The following components can be defined in the structure of emotional competence: mastery of the theory of emotions and their role in the learning process; the ability to manage one's own emotions and accurately determine the nature of the student's emotional states, empathize with it and use it not in its own, but in its interests, that is, to show empathy; the ability to predict the emotional state of students and manage it, using at the same time appropriate teaching strategies that allow reducing negative emotions of students (fear, envy, anger, etc.), as well as stimulating and maintaining positive emotions (sympathy, joy, satisfaction, etc.), which ensures the intensity of assimilation of educational material; creation of a favorable emotional learning climate, which can be ensured if the first three components are implemented.

With this approach, the emotional competence of the teacher will allow it to establish relationships with students based on respect for human dignity, which, on the one hand, will ensure the emotional stability of the teacher, and on the other hand, will motivate students to educational and cognitive activities, contribute to the improvement of the learning process and achieving good results in their studies.

Five components of emotional and social competence are distinguished, namely:

- 1) intrapersonal (self-respect, emotional self-awareness, self-confidence, independence and self-realization);
- 2) interpersonal (empathy, social responsibility and interpersonal relations);
- 3) stress management (resistance to stress, impulse control);
- 4) adaptability (connection with reality, flexibility and ability to solve problems);
- 5) general mood (optimism and happiness) [5].

Let's believe that for a teacher who works with foreign students, such abilities and skills as self-regulation, regulation of relationships, empathy and reflection contribute to successful communication in the educational process.

Educators who work in the field of intercultural communication, teaching foreign students, must possess the skills of emotional competence, which allow both on the verbal and non-verbal levels to recognize the emotions of the communication partner, as well as to express their own emotional states taking into account the interlocutor's culture, situation and style communication. An emotionally competent teacher can organize the learning process and manage it, choosing different methods, create a favorable climate in the classroom, stimulate student activity during classes, etc.

In the structure of emotional competence of a teacher who works with foreign students, we propose to distinguish two aspects: intrapersonal and interpersonal. The first aspect consists of the following components: awareness of one's feelings, self-esteem, self-confidence, responsibility, tolerance, self-control, activity, flexibility, interest, openness to new experiences, motivation to achieve, optimism. The second aspect includes such components as sociability, altruism, openness, empathy, the ability to take into account and develop the interests of another person, respect for people, the ability to adequately assess and predict interpersonal relationships, the ability to work in a team.

Let's believe that the emotional competence of a teacher working with foreigners includes the following abilities and skills:

- presence and awareness of one's feelings (that is, to know what they are, how strong they are, and what causes them in us and in others);
- ability to express feelings in a socially acceptable and respectful way (that is, knowing how, where and when to express them);
- ability to feel and think at the same time, to be able to realize and use the entire register of feelings;
- accept responsibility for one's own feelings;
- manage one's feelings (to be able to make a choice within certain limits, what to feel and with what force);
- manage one's behavior on the basis of ethical decisions made, including situations when feelings conflict with these decisions;
- be able to recognize what other people feel, to know how feelings affect other people, to take responsibility for this effect;
- do not use feelings to manipulate other people.

Emotional competence largely determines the style and methods of teaching. In addition, emotional competences allow the teacher to correctly assess its strengths and weaknesses, to compensate for its shortcomings at the expense of advantages. In order to feel more confident in a professional environment, a teacher needs to constantly improve itself by studying specialized literature, attending various advanced training courses, seminars, etc.

The effectiveness of teaching largely depends on a positive and warm atmosphere in the classroom, which is the most favorable for learning. If the teacher takes this into account, takes into account the relationship of students among themselves, then the chances that students will willingly participate in all types of activities organized by the teacher, without fear of making a mistake and receiving an unsatisfactory grade, increase significantly.

Emotional interest encourages cognitive activity, which, in turn, contributes to increased perception of information, its memorization and restoration. In classes with foreign students, where the teacher uses different types of work, including frontal, group, pair, moral support of students by the teacher, empathy, desire to help when problems arise are essential components. A teacher who is able to effectively organize the communication process is also able to create a learning environment in which students feel most comfortable and natural, which leads to higher results. In particular, when a foreign student performs a task related to speaking, often nervousness, insecurity and other negative feelings affect the quality of its speech.

The interpersonal behavior of the teacher itself plays the role of a driving force in the cognitive and emotional development of students. A teacher who shows a more friendly and understanding behavior towards foreign students usually not only improves their success, but also stimulates their interest in studying the subject.

However, when talking about the teacher's empathy, its empathy for students and other interpersonal relationships, one should remember the hierarchical structure of the educational process, the teacher's leadership role, and the preservation of its reputation. The teacher must adhere to its professional framework, not allowing itself to go beyond them, and at the same time respect the personal boundaries of the students. The teacher should not share its personal problems or stories with the students. A teacher's relationship with students should be professional and impeccable.

Improving emotional competence is the personal development of a teacher. Increasing the emotional competence of teachers will contribute not only to the academic success of foreign students, but also to the prevention of professional burnout of teachers.

2.3 PECULIARITIES OF THE NON-VERBAL ASPECT OF PEDAGOGICAL COMMUNICATION IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

The important task of revealing the personal and professional potential of students and training competent specialists can be solved only by teachers who not only have deep professional knowledge, but also strive for effective educational cooperation with students, know and possess the specifics of pedagogical communication. These qualities of a teacher become especially relevant when teaching foreign students, when it is necessary to build pedagogical communication taking into account a number of factors, the main of which is the specific intercultural nature of communication.

Pedagogical communication is a multifaceted process of organization, establishment and development of communication, mutual understanding and interaction between teachers and students,

which is generated by the goals and content of their joint activity [6]. Effective pedagogical communication should combine:

- openness, observance of pedagogical tact;
- establishment of personal contact so that each student feels addressed to it;
- creation of situations of success through the approval of potential opportunities of students.

Today, the institution of higher education is a multicultural space in which there is a dialogue between the cultures of representatives of different peoples. This determines the need for the teacher of a higher school to take into account a number of factors in the process of pedagogical communication, the main one of which is the specific intercultural nature of communication between students and with the teacher.

The phenomenon of intercultural communication is mostly understood as a functionally determined communicative interaction of people as carriers of different cultural communities, which is focused on the mutual penetration of cultural and communicative meanings, the achievement of mutual understanding taking into account and preserving the "national picture of the world", their mutual enrichment in socio-cultural and spiritual terms [7]. This process is related to overcoming negative stereotypes by the individual and forming its readiness for dialogue and communication.

For effective intercultural communication in the process of pedagogical communication, certain personal qualities of the teacher play an important role. We consider the following to be the most necessary for effective intercultural understanding:

- personal qualities (positive attitude and internal motivation for interpersonal contact with a representative of another culture, recognition and respect for cultural differences, tolerance, openness, stress resistance, etc.);
- creative qualities (original intelligence, logical thinking, manifestation of justified readiness for adequate risk, creative potential, etc.);
- cognitive qualities (knowledge of the content of cultural differences, norms, values of both native and other cultures, the need for their replenishment);
- reflective qualities (comparing oneself with other people, awareness of both positive and negative traits of one's own personality; adequate assessment of one's own actions, behavior, relationships with people of another culture; ability to overcome stereotypes);
- communicative qualities (communicability, ensuring the possibility of adequate intercultural communication based on cultural literacy in accordance with the subject and context of communication);
- ethno-social qualities (language culture, respect, recognition of customs and traditions of another culture, ability to constructively solve ethno-social problems, possession of ethno-nonverbal culture).

During the organization of pedagogical communication with foreign students, the teacher should strive to use all possible means of emotional and psychological influence to create a comfortable working atmosphere in class, avoid pressure, authoritarian tone in communication with students.

Many years of experience working with different contingents of foreign students allows us to characterize their national and psychological characteristics, determine the specifics of pedagogical communication with them, and draw a "group portrait" of some regional groups of students. Thus, the main features of African English-speaking students can be considered a tendency to learn more slowly and learn new concepts, a heightened reaction to "danger", an intense inner life, dreaminess, thoughts about the meaning of life. African French-speaking students are characterized by openness, contact, but also a tendency to anxiety and insufficient self-control. The specificity of pedagogical communication with this group of foreign students consists of openness and gentleness in communication, development of students' self-organization skills and discipline. At the same time, it is not recommended to use a democratic style of communication.

Students from Southeast Asia have developed abstract thinking, they have a high level of self-discipline, they control their emotions, they calmly accept changes, they are mostly distinguished by high morality and good behavior, they care about their own reputation. But at the same time, they are closed, non-contact, unyielding. In pedagogical communication with this contingent of foreign students, the teacher does not need to avoid discussing complex disciplinary issues, it is recommended to provide questions for reflection, actively use independent types of work in education, use moral and ethical motivation and motivation of personal achievements.

Students from the Arab countries of the Middle East are characterized by openness, interest in other people, lack of fear of criticism, indiscipline, conflict and irritability. During pedagogical communication with representatives of this group of students, it is better for the teacher to emphasize the discussion in the learning process, be calm and delicate in communication, and strive to develop self-discipline skills in students.

Speech is, of course, the main means of pedagogical communication. A teacher of a higher school should have a high speech culture, a rich vocabulary, possess expressive abilities and intonation expressiveness of speech, have a clear diction. However, the teacher communicates with students not only with the help of words, but also using various non-verbal means of communication. Information in communication is carried not only by speech, but also by gestures, facial expressions, gaze, and posture. Sometimes they become more expressive and effective than words. And inadequate use of non-verbal language can have the opposite effect to what the teacher expects.

Non-verbal language is a distinctive feature of every culture. Knowledge of the features of non-verbal communication is necessary for effective intercultural communication. In the process of pedagogical communication with foreign students, a teacher, especially a language teacher, widely uses non-verbal means of communication:

- paralinguistic (tempo-rhythmic and melodic-intonation features of language);
- extralinguistic (laughter, crying, sighing, ticking);
- proxemic (spatial movements during classes);
- kinesics (mimicry, gestures, pantomime).

Along with directly non-verbal means of communication related to human behavior (facial expression, gesticulation, posture, vocal characteristics, touch, gaze, visual attention), such

characteristics as attitude to time, manner of dressing, type of architectural buildings, in which people live and work, cosmetic changes in a person's appearance [8]. Such non-behavioral forms during communication also carry information and can be misinterpreted, which can cause misunderstandings in communication during intercultural communication. Thus, the peculiarities of the national and ethnic consciousness of representatives of different cultures can potentially become a barrier to intercultural interaction.

In international communication, issues of semantics of gestures become especially significant. Each linguistic and cultural community has its own specific model of dynamic behavior, so the inadequate use of "their" communication gestures by foreign students in parallel with the use of the language of study can lead to a misunderstanding of the content of communication by the interlocutor and disrupt language contact. The teacher's task is to teach the student to adequately participate in communication, that is, it must take into account possible interference in the gestural behavior of foreign students. In the process of pedagogical communication with foreign students, it is important both for the teacher to understand the gestures used by the students, and for the audience to adequately perceive the non-verbal means used by the teacher. The teacher must orient itself in the country studies material of the student contingent, possess culturally valuable information about the people with whose representatives it works. Mistakes in interpretation occur mainly when they coincide formally: such a gesture is given the meaning inherent in its culture.

Gestures and other means of non-verbal communication can be decoded incorrectly due to many reasons: national and cultural specificity; ambiguity; lack of social experience, etc. Let's illustrate this thesis using the example of decoding the kinesic component of communication [9]:

1) kinesic means are decoded incorrectly due to the complete or partial similarity of dynamic drawings and gesture meanings;

2) kinesic means are perceived, but not decoded, because they do not cause a visual association with the kinesic system of the native language; for example, retracting the lower eyelid with the index finger among Germans and Spaniards means "I see everything", "I am ready";

3) kinesic means are not noticed, because the representative of another culture does not suspect that they carry any meaning; for example, in Hong Kong, tapping the middle and index fingers on the Table means thanks for pouring tea or wine;

4) kinesic means are perceived, but decoded incorrectly due to the similarity of dynamic drawings in the native and foreign culture, but the difference in meanings; for example, the gesture "o'kay", performed not in a vertical, but in a horizontal plane, means "zero, empty space" in French society.

The teacher needs to control the use of facial expressions and take into account the national specificity of student facial expressions in order to avoid communicative failures and adequately understand the student. Mimic movements such as furrowed brows, grimacing, wide-open eyes, open mouth, pouty lips, pursed lips, winking, and others have fixed cultural meanings. Emotional categories, such as anger, joy, sadness, or disgust, are linguistically and culturally specific. Therefore, in the Chinese classroom, the teacher must remember that in China, raised eyebrows are a sign of

anger, while in our culture, eyebrows are raised more often out of surprise. When communicating in the audience of Nigerian students, a situation is possible when, when condemned for any act in response to the teacher, the student will smile on its face, or even laugh, so it will express its confusion and sympathy.

When working with foreign students, it is necessary to take into account the students' religious affiliation. For example, it is important to remember that for those who practice Islam, the left hand is considered impure. If to hold out a gift or money with your left hand, you may offend a Muslim.

Different cultures have different ideas about the optimal distance between interlocutors. So, the Chinese, Mongolians, residents of Northern Europe prefer to be at a distance from the interlocutor when communicating, unlike Arabs, for whom 60 cm is already a long enough distance for communication. Arabs, residents of Eastern Europe and Mediterranean countries also quite actively use touch when communicating. In Asian cultures, feelings of patronage and superiority are conveyed through touch. Touching their shoulders or back means friendship. An expression of brotherhood among Muslims is a hug. But there are also prohibitions: in Asian cultures: you cannot touch the head of the interlocutor, it is considered an insult. Therefore, in Asian cultures, teachers often hit students on the head, and students perceive this as an insulting punishment.

So, the above description of the non-verbal aspect of pedagogical communication in the context of intercultural communication shows that the teacher's mastery of non-verbal communication skills contributes to more effective and conflict-free pedagogical communication between representatives of different countries, increasing the motivation of intercultural learning through communication, and creating an emotional atmosphere of mutual understanding in the course of educational activities.

2.4 TAKING INTO ACCOUNT THE INFLUENCE OF THE TYPE OF PEDAGOGICAL SYSTEM ON THE SUCCESS OF THE FORMATION OF SOCIAL ADAPTIVE COMPETENCE OF FOREIGN STUDENTS

The period of adaptation of a foreign student to new conditions of study and living upon entering a higher education institution can last several years and is determined by a large number of socio-psychological, medical-biological, religious problems, the level of proficiency in the language of instruction and differences in national education systems. In the process of adaptation, the necessary abilities, skills, algorithms of actions are formed, which allow not only to successfully master professional competencies in higher education institutions, but also to function in a foreign-cultural society, that is, the social-adaptive competence of foreign students is formed.

The essence of adaptation can be defined both as a process and as a result of internal changes, external active adaptation and self-change of an individual to new conditions of existence [10]. By the adaptation of foreign students to the foreign language environment and conditions of study in higher education institutions, we understand the multifactorial process of entering, developing and forming the personality of a foreign student in the educational space of a higher education

institution within the framework of a complex combination and interaction of informational, functional and sociocultural fields [11].

Even under favorable conditions, adaptation is a difficult, stressful process, which is considered successful if a person realizes its personal potential, its capabilities, abilities and copes with emerging psychological and sociocultural problems. If a person's sociopsychological and psychophysiological capabilities do not match the requirements of the life situation, which does not allow it to adapt to the conditions of the living environment, the phenomenon of maladaptation occurs.

Maladaptive states accompanying the process of adaptation of a foreign student can manifest at several levels:

- at the individual and psychological level – in the development of negative emotional states, changes in behavior, basic values, ethnic identity and an increase in the level of conflict;
- at the psychosomatic level – in the reduction of resistance to diseases, in the exacerbation of chronic fatigue syndrome, etc.;
- at the pedagogical level – in the reduction of motivation and success of studies.

Socio-psychological adaptation can be attributed to internal (personal or ethnic group) processes, states and consequences of entering a foreign environment. Under the conditions of its successful implementation, the result is the achievement of harmonious relations with the immediate environment, a sense of inner satisfaction, and psychological comfort. In our opinion, the components of the social and psychological adaptation of a foreign student to study at a higher education institution of another country are:

- socio-cultural adaptation (the subject's achievement of compliance (compatibility) with the new cultural environment);
- physiological adaptation (a set of physiological features that determine the balance of the organism to the conditions of the external environment (water, food, climate, time zones));
- psychological adaptation (the psychological readiness of a foreign student, including its attention, memory, thinking, will);
- pedagogical adaptation (adaptability of the individual to learning and upbringing in the environment of a specific educational institution: the opportunity to acquire knowledge, skills, competences in a new educational environment, the adoption of a knowledge control system, a system of self-training, forms and methods of education).

Adhering to the position of the British scientific psychological school (S. Bochner) regarding the issue of adaptation of foreign citizens in a foreign culture, which, in contrast to the American one (K. Brislin), which insists on the need for traditional psychotherapeutic influence, considers the acquisition of the necessary social skills that allow the individual to be the main task to effectively work, study and overcome stressful situations, let's insist on the need to develop specific skills in the cognitive, emotional and behavioral spheres, which will contribute to the formation of the social and adaptive competence of the individual for the successful completion of the socio-cultural adaptation of foreign students. By the social-adaptive competence of foreign students, let's mean a set of knowledge, ideas, action algorithms, a system of values and relationships that

are actualized in the process of socio-cultural adaptation in the process of general education and professional training of foreign students and ensure their integration into the institution of higher professional education.

One of the main factors hindering the formation of social adaptive competence of foreign students is the difference in the Asian and European pedagogical systems. The majority of foreign students studying in Ukraine and Kazakhstan today represent Asian and African countries, that is, they are more used to the Asian pedagogical system. Today, the Kazakh and Ukrainian pedagogical systems are a symbiosis of Asian (to which the Soviet educational system mostly belonged) and European cultural and educational traditions, with a noticeable advantage of the latter, since the course on the Europeanization of education, adopted more than 20 years ago, brought positive results.

Undoubtedly, the pedagogical systems of, for example, China and Morocco are very different from each other, but, nevertheless, they can be attributed to the Asian educational system, which is characterized by diligence, organization, perseverance. The European system supports students' individuality and independence more. Let's cite the most significant differences in the educational traditions of European and Asian countries [12].

In the Asian pedagogical tradition, the role of a teacher (mentor, guru, instructor) who possesses personal wisdom and knows the answers to all questions is special. In the educational process, the correct result of solving the problem is important. At the center of learning is the story (lecture) of the teacher, from whom students expect specific tasks, an exact goal, detailed instructions, specific work schedules. Students want to learn how to complete tasks. The European pedagogical tradition assumes a special role of knowledge transmitted by any competent teacher, who at the same time has the right not to know something. Not only the result is important, but also the creative process of solving the task itself. The center of learning is the independent work of students. It is creative initiative that the teacher expects from students. Students prefer an open goal, general instructions, flexible work schedules. That is, students want to learn how to learn.

The interaction of such different pedagogical cultures and ways of thinking is a complex problem that negatively affects the adaptation of foreign students to a new socio-cultural environment. The process of entering a new society is complicated by the fact that during the initial socialization in their homeland, foreign students have already learned the values, social norms, and behavioral stereotypes of their culture. In the new society, they need to change social reactions and forms of activity, master new knowledge and skills of Ukrainian society. Our research and questionnaires of foreign students prove that the closer the pedagogical system of the student's home country is to the pedagogical system of the country of study, the easier its adaptation will be and the more successful the formation of its social adaptive competence will be.

Our own experience of working with foreign students allows us to note that preparation for intercultural interaction, formation of social adaptive competence of foreign students should be started and actively carried out at the stage of their studies at the preparatory faculty. Let's also insist on the need to implement a special program for the formation of social adaptation of foreign

students at all stages of their education, to develop and carry out a complex of organizational and pedagogical measures for the purpose of its formation, such as psychological and pedagogical support, the use of special pedagogical strategies in the process of professional training of foreign students based on national-cultural and individual-psychological features revealed in them, scientific and methodological support, special pedagogical training of teachers who work with foreign students. It is also mandatory to develop in foreign students the ability to independently solve various types of problems related to the adaptation period, with the help of acquired knowledge, skills, competencies that are transformed into a new social experience.

Therefore, when determining the conditions that contribute to the success of the formation of social-adaptive competence of foreign students belonging to different ethnic groups, it is necessary to take into account their national specificity and choose pedagogical strategies that are acceptable for them.

2.5 DISCUSSION OF THE RESULTS OF SECTION 2

When starting their studies at a higher education institution, foreign students find themselves in an unfamiliar socio-cultural, linguistic and national environment to which they must adapt as soon as possible. The effectiveness of this process largely depends on the successful management of the educational process of professional training of foreign students. Successful adaptation increases the quality and level of students' education, provides high motivation for mastering their knowledge, skills and abilities.

Most foreign students only at the end of the second year make significant progress in mastering the language, have a sufficient vocabulary and begin to actively use their knowledge. It is possible to single out the problems of the adaptation process in higher education institutions that are common to all foreign students: low general education level; weak training in specialized disciplines and special subjects; the difference between the forms and methods of education in higher education institutions of another country from the forms and methods of education in the higher education institution of their native country. Significant difficulties for foreign students are also related to the lack of independent work skills. Students do not know how to summarize lectures, work with sources of information, analyze large amounts of information. They do not know how to and do not want to use the library, and searching for information on Internet resources is difficult for them due to the insufficient level of command of the language of instruction. Practical and laboratory work causes additional stress due to unfamiliarity and inability to use the necessary materials correctly. The consequence of this is the overload of educational materials and the accumulation of a large amount of incomprehensible and unassimilated educational information.

Adaptation is a multi-level, dynamic process that has its own structure, sequence of stages and implementation features associated with a certain restructuring of the personality in connection with the assimilation of new social roles. Adaptation of foreign students to the professional

and cultural environment of the university, compared to domestic students, has its own specifics. It is possible to single out such groups of adaptation problems in foreign students as socio-cultural, socio-psychological, pedagogical. The stage of socialization and personal adaptation is complicated by the fact that foreign students are socially mature individuals who were formed under the influence of the environment in which they were brought up. As a rule, they have a certain life position, goal settings, value system and value orientations. In addition, each student has its own specific characteristics: ethnic, national-psychological, psychophysiological, personal, etc. From these positions, in modern conditions, it would be most correct, in our opinion, to talk not about the process of adaptation of foreign students, but about the formation in them of social-adaptive competence, a certain set of knowledge, ideas, algorithms of actions, a system of values and relations, actualized in the process of socio-cultural adaptation at the stage of pre-university or professional training in higher education institutions.

It should be noted that most of the pedagogical methods and techniques used by domestic teachers in working with students are a new form of the pedagogical process from the point of view of a foreign student. In order to develop a method of successful training of any contingent of foreign students, it is necessary to first of all take into account its peculiarities. Undoubtedly, the teacher should take into account all the factors affecting the education system, all the characteristics of each individual people: geographical, economic, national, historical, cultural and religious, etc.

In order to identify the peculiarities of the formation of social-adaptive competence of foreign students, we conducted a comprehensive social-psychological study (2021) using such methods as, for example, the Revised Sociocultural Adaptation Scale (SCAS-R) method (J. Wilson, 2013), aimed at studying the peculiarities of the adaptation of foreign students, the questionnaire "Strategies for overcoming stressful situations" (Strategic Approach to Coping Scale – SACS), the method of researching the value orientations of the personality by M. Rokych, the coping test by R. Lazarus, etc. 212 foreign students of KhNADU participated in the study, from which 4 groups were formed: Moroccan students (111 people), Turkmen students (48 people), Mongolian students (32 people), African students (21 people). We will present the main results of the carried out correlation analysis, which are the most important for understanding the features of the formation of social adaptive competence of foreign students.

Let's consider the results of the study of social contact in different groups of foreign students. This factor is of primary importance, since the possibility of entering into social contact is the main factor that contributes to the adaptation of foreign students in a foreign-cultural society, reduces the stress of acculturation and allows solving the necessary everyday and educational problems. The obtained results demonstrate that Moroccan students quickly adapt to the conditions of our country, city, university, dormitory, easily find a "common language" with Ukrainian people, quickly find Ukrainian friends. When establishing social contacts, Moroccan students show independence, strive for dominance in interpersonal relations, show a desire for independence of judgment, tenacity in defending their point of view. The main motives of their behavior in this case are preservation of their own dignity and defense of national interests. The analysis of the Turkmen sample showed

that Turkmen students who have a certain authority among their peers, a certain social recognition, as well as those who are ready to take responsibility for their actions, enter into social contact more often. Analyzing the correlations in the Mongolian sample, we note that the least aggressive and least ambitious individuals, who show caution in their actions and have few friends, enter into social contact more often. African students approach social contact with caution, sometimes using manipulative and impulsive actions. In a number of situations, African students can control their feelings (exercise self-control), but sometimes let their emotions run wild. One of the correlations shows that entering into social contact is related to the importance for African students of such a life value as health.

For successful adaptation and socialization in a new environment, foreign students need to be able to make important decisions on which their well-being depends: health, success in educational activities, living conditions, compliance with the legislation of the host country, etc. With this in mind, we analyzed the correlations formed by the "problem-solving planning" factor. In the Moroccan sample, students with a desire for competition and self-control, who experience a shortage of time, plan in advance to solve problems. It should be noted that a large part of the Moroccan contingent is dominated by a passive strategy for overcoming difficulties, such a model of behavior as cautious actions and avoidance prevails. Respondents from Morocco tend to postpone solving the problem, hoping that it will solve itself; to save energy and prefer to do anything to forget about the unpleasant thing that needs to be done. In the Turkmen sample, ambitious and energetic young people who strive for competition and are involved in educational activities are more likely to be ready to plan a solution to the problem. This part of Turkmen students is ready to positively reevaluate their actions and take responsibility for them. In the sample of Mongolian students, a significant group of young people seeks knowledge, they are ready for a positive reassessment of their actions, self-control and restraint of emotions. For this category of students, material values are less important. The analysis of the results of African students showed that young people who plan to solve the problem are prone to positive reevaluation of actions, who are looking for friendly support; and also show caution and self-control in actions, restrained in emotions.

Considering the physiological aspects of adaptation, it is impossible to bypass such a basic factor as health. Correlation analysis revealed connections of the "health" factor with other factors related to the process of adaptation and national and cultural characteristics of students. As the results showed, the health of Moroccan students is positively influenced by self-confidence (assertiveness), desire for knowledge, creativity and a productive life in general. In the Turkmen sample, the results of the correlation analysis showed that those students who rate their life experience (wisdom) sufficiently highly consider themselves to be healthier; who has realized such a value as "love", who cares about the happiness of other people, as well as those who have an active life position and do not have financial problems. Young people, who allow impulsive actions, often distance themselves from their problems, have a good assessment of their health. Those for whom such values as "knowledge" and "development" are secondary; those who have weak social recognition. The health of Mongolian students depends on their age – the younger they are, the healthier they

consider themselves to be. Those students who have a happy family, who have realized the value of "love" and have enough life wisdom (according to self-esteem) also consider themselves to be healthier. The presence of faithful friends and freedom from internal contradictions help to maintain health. In an African sample, correlations show that love and career opportunities positively affect health. Those students who control their emotions less and more often show specificity in behavioral reactions consider themselves to be healthier; as well as those for whom freedom as independence in actions is not one of the primary life values.

The desire for knowledge is a necessary motivating factor in the formation of social adaptive competence. Therefore, the factor of "cognition" is one of the most important factors affecting the result of the educational activity of a student of any nationality. Correlation analysis showed that Turkmen students strive for knowledge, the more they realize such life goals and values as social recognition, productive life, development, material security. The process of learning is valued by those for whom the values of "the happiness of others" and "the beauty of nature and art" are important. The desire for knowledge of the group of Moroccans is positively related to the interest in learning, the opportunity to make a professional career and public recognition. Students who have a sufficient amount of knowledge often plan in advance to solve their problems and are interested in the beauty of nature and art. In our opinion, a paradoxical relationship was also noted in the Moroccan sample – the "knowledge" factor is negatively correlated with the "development" factor, that is, students who rate their level of knowledge quite highly consider their overall development to be insufficient. In the Mongolian sample, students who consider themselves quite healthy and who have life experience (wisdom) seek knowledge; who strive for the productivity of life; some of them are characterized by distancing themselves from problems and less important such a value as "social recognition", they often show impatience. African students associate their desire for knowledge with interest in the learning process and productivity in life as a whole.

The diagnostic study of foreign students from African countries, Turkmenistan, Morocco, and Mongolia, conducted in the conditions of the educational process, made it possible to create a collective image of an African, Turkmen, Moroccan, and Mongolian student, highlighting their essential individual and psychological indicators.

African student:

- anxious, prone to depression and hypochondria;
- often unsure of its abilities (low self-esteem);
- sensitive to the peculiarities of its culture, which requires a tactful attitude, care, and social support;
- executive and disciplined, mostly motivated to obtain high-quality professional education.

Turkmen student:

- careful;
- oriented to a specific approach in actions (for the benefit of a friend/relative, not the law);
- ethnocentric (prefers communication within its national diaspora);
- prone to an individual form of educational activity;

- allows subordination to the teacher in the educational process;
- weakly motivated for educational and cognitive activities, undisciplined (often late and missing classes);
- distinguished by a weak degree of motivation to obtain professional education.

Moroccan student:

- more inclined to interaction, participation in public events, has hobbies and interests, more pronounced aspirations to participate in academic activities and performance of work duties;
- unpunctual, has a habit of being late, does not calculate time;
- does not like monotonous, monotonous work and tends to build its work on distractions – prefers communication;
- often emotionally unstable, can show aggressiveness;
- characterized by an external (external) locus of control.

Mongolian student:

- energetic, impatient, ambitious, prone to antisocial actions;
- at the same time, it is distinguished by a high degree of self-control and restraint of emotions;
- characterized by a high degree of involvement in the educational process, competitiveness;
- has communication problems related to the difficulty of learning the phonetics of the Ukrainian language;
- motivated to obtain a diploma of the Ukrainian higher education institution.

It should be noted that due to the small number of samples, it cannot extrapolate the selected characteristics to national groups in general. It is only possible to talk about some trends that can be traced on the example of national groups of foreign students at one university. But it is an absolute fact that the process of forming the social-adaptive competence of foreign students should be considered as a complex pedagogical program, the success of which is determined by multiple parameters and criteria that allow improving the quality of education of foreign students and achieving better academic results with the least negative consequences.

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PRINCIPLES OF THE STRUCTURE AND FUNCTIONS OF WORK PROGRAMS OF CURRICULUM DISCIPLINES OF THE LINGUISTIC CYCLE FOR EDUCATIONAL MIGRANTS

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ABSTRACT

Teaching of educational migrants the language of the host country is an important task for the development of the world educational space. Possession of the language of education and socio-cultural communication, a certain level of communicative competence is a necessary prerequisite for the ability of an inophone student to master a future specialty, to form professional competence. An actual linguistic-methodical problem is the determination of the principles of the development of work programs for educational disciplines of language training of educational migrants. The authors of the chapter described the structure, developed a system of principles for building such programs, defined their functions, described the invariant and variable components of the competencies of foreign students of higher education in accordance with the tasks of language acquisition, characterized the teaching methods, evaluation criteria, and control tools. The proposed algorithm can be applied to create programs of disciplines of the linguistic cycle for students of higher education in foreign universities.

KEYWORDS

Educational migrants, linguistic cycle discipline program, construction principles, program functions.

3.1 THE CURRENT STATE OF DEVELOPMENT OF THE ALGORITHM FOR CREATING PROGRAMS OF EDUCATIONAL DISCIPLINES OF THE LINGUISTIC CYCLE, DEFINITION OF RESEARCH TASKS

Since the beginning of the 21st century, there has been a rapid increase in the number of educational migrants: foreign students, graduate students, interns studying at Ukrainian higher education institutions. This is connected with the accession of Ukraine to the Bologna process, and later to the pan-European educational credit-transfer accumulation system. Learning the Ukrainian language is mandatory for various categories of educational migrants at all levels of higher education. Language acquires an instrumental and worldview function in communicative interaction during educational and cognitive activities in a non-native linguistic and cultural environment. In connection with the transition to new state standards of education in the pan-European context, the updating of standardized requirements for the level of proficiency in the Ukrainian language as a foreign language and the reorientation of educational programs of higher education institutions on modern competence evaluation criteria, the organization of the process of education of educational

migrants, in particular, the learning of the state language of the host country, becomes especially important – Ukrainian language as a foreign language (hereinafter – ULF).

The work program of an educational discipline is a key component of a general educational or educational-professional program. For example, the components of the educational and professional training program of the second (master's) level of higher education in the field of knowledge 22 "Health care", specialty 222 "Medicine", the educational qualification "Master of Medicine", the professional qualification "Doctor" are work programs of educational disciplines of the linguistic cycle – "Foreign language", "Ukrainian language by professional direction", "Foreign language by professional direction". Linguistic teachers and language teachers face the important task of creating programs that will implement the requirements of European educational standards for the results of language training (studying ULF) of educational migrants.

Researching the theoretical foundations and analyzing the practice of teaching UMLF in Ukrainian higher education institutions, scientists described the conceptual foundations of the creation of educational and methodological complexes (one of the components of which is the working curriculum), their structure and content (L. Bey, O. Trostynska, N. Ushakova [1]); various components of pedagogical support of foreign students' language training (N. Ushakova, I. Kushnir, O. Trostynska [2]). However, the presentation of the structural and content components of the process of language training of educational migrants-non-philologists of Ukrainian higher education institutions in the work programs of ULF remains insufficiently generalized and described, which actualizes the need for our scientific research.

The authors of the study see their task in the description of the structural and content components of the work programs of linguistic cycle disciplines for educational migrants of Ukrainian higher education institutions and the definition of the functions of such programs.

3.2 THE AUTHOR'S DEVELOPMENT OF THE PROBLEM OF THE FUNCTIONS AND STRUCTURE OF WORKING PROGRAMS OF THE LINGUISTIC CYCLE

Working programs of educational disciplines are created for the purpose of planning, organizing and controlling the learning process in accordance with state requirements for accreditation of educational programs for higher education seekers [3]. Such programs must be arranged so that their implementation ensures the achievement of the planned results of educational activities. Based on the analysis of the requirements of educational standards, it is advisable to formulate the tasks to be solved by the work program of any educational discipline:

- describe the purpose of practical implementation of the components of the educational program in each separate educational discipline;
- determine the amount of credits and study hours, the content, the stages of study of the academic discipline, taking into account the goals, tasks and features of the educational process of higher education institutions and the contingent of students.

Thus, the program of a separate educational discipline (work program) is a component of a complex document – an educational program developed in a specific institution of higher education for applicants of a certain educational level, specialization, etc.

The working program of an educational discipline must meet the requirements of state regulatory documents and educational standards that determine the set of competencies that higher education applicants must master.

Educational migrants of domestic higher education institutions study the Ukrainian language in accordance with the requirements of Order No. 997 of the Ministry of Education and Science of Ukraine dated August 18, 2016 [4] that "the management of higher education institutions must ensure the study of the state language by foreign students to the extent necessary for study and/or everyday communication in accordance with educational programs" – for foreign students of non-philology majors up to level B2. The correspondence of the stages of language training of educational migrants to the levels of foreign language proficiency was substantiated by N. Ushakova and later presented in the Concept of language education of foreign students in Ukrainian higher education institutions [5, 6]. Also according to Section 5, Art. 21, Part 2 of the "Language Law" (which entered into force in 2019), higher education institutions must ensure "the study of the state language to the extent that enables professional activity in the chosen field using the state language", and for foreigners they must create "proper conditions for learning the state language" [7]. Higher education institutions, in compliance with the provisions of this law, include in the educational and professional programs and curricula of the faculties educational disciplines of the linguistic cycle for educational migrants, such as: "Ukrainian language as a foreign language", "Ukrainian language for professional direction", "Foreign language (Ukrainian)", "Foreign language by professional direction (Ukrainian)", "Second foreign language (Ukrainian)", etc. The total volume of education at ULF is implemented in the complex of the specified academic disciplines.

Currently, in order to implement the above-mentioned laws and orders, standard ULF-programs have been created for foreign students of higher education. In 2008, a Model Program with ULF, awarded by the Stamp of the Ministry of Education and Culture, was concluded for foreign non-philology students, according to which the construction of the language-educational process and its content are designed for the gradual study of ULF during 702 hours, distributed over 3.5 academic years (the main and final stages of training) [8]. But at the moment we cannot rely on this program, because Order of the Ministry of Education and Culture No. 260, which regulated the amount of study hours of language training for foreigners and on which standard programs were oriented, was canceled in 2016 [9]. This led to a reduction in teaching hours (at a time when the requirements for the quality of education, in particular language education, increased) and limited the possibilities of ensuring the achievement of the required level of language proficiency in practical classes.

In 2017, a standard program was created for foreign applicants of higher medical education, approved by the Central Methodical Cabinet for Higher Medical Education of the Ministry of Health of Ukraine [10]. According to this program, foreign students of the specialty 222 "Medicine" must

study the Ukrainian language in the amount of 990 hours – 33.0 ECTS credits from the first to the fifth year (inclusive), of which the normative component is 570 hours (of which 270 are classroom, 300 are student's independent work); and the optional component – 420 hours (of which 80 are classroom hours, 340 are independent student work).

Therefore, when determining the structure of the complex of educational disciplines of the linguistic cycle for educational migrants and their distribution by stages of education in each, at least medical higher education institution, it is necessary to focus on state laws [11] and the standard program [10] approved by the Central Methodical Cabinet for Higher Medical Education of the Ministry of Health, and include the appropriate number of credits and study hours in educational and professional programs and curricula of faculties. However, the Standard Program has a recommendatory nature, so the number of study hours in different higher education institutions depends on the structure and content of their curricula. So, for example, according to the Educational and Professional Program of specialty 222 "Medicine" from 2022, foreign students of higher medical education in Ukrainian higher education institutions must study the state language (ULF) in such a complex of educational disciplines and in such a volume, as shown in **Table 3.1**.

● **Table 3.1** Complex and volume of educational disciplines

Discipline	Credits	Hours		Course
		practical training	independent work	
Foreign language	3	50 hours	40 hours	1
Ukrainian language (by professional direction)	3	30 hours	60 hours	1
Foreign language (by professional direction)	6	70 hours	110 hours	2
Foreign language (by professional direction – by choice)	3	50 hours	40 hours	2, 3
Foreign language (second) is optional	4	70 hours	50 hours	3
Total	19	270	300	–

3.3 INVARIANT (LINGUISTIC-COMMUNICATIVE AND SOCIO-CULTURAL) AND VARIABLE (COMMUNICATIVE-PROFESSIONAL) COMPONENTS OF LANGUAGE TRAINING OF EDUCATIONAL MIGRANTS

The implementation of the basic language-communicative and socio-cultural components of the language training of foreign students is ensured by the study discipline "Foreign Language" (Ukrainian), which is focused on the formation of communicative competence at a level sufficient

to solve communicative tasks in the everyday, socio-cultural and educational and academic spheres of communication, based on the formation phonetic, lexical-grammatical skills and abilities in the main types of speech activity – reading, writing, speaking, listening, in the use of language means to implement certain tactics of speech behavior to achieve a communicative goal. As a result of studying this discipline, foreign medical students must master the language skills and speech skills necessary for communication in a foreign language educational, professional and socio-cultural environment in order to solve communication tasks from the elementary level to the B1 level (for the English-language form of education) and from the B1 level up to B2 (for the Ukrainian-language form of education); based on the formed language competence, which is one of the important components of the communicative and professional competence of a modern medical specialist.

The implementation of the communicative and professional component of the ULF education system is ensured by the programs of the following disciplines:

1. "Ukrainian language for professional direction", which is studied in the first year and is aimed at the formation of communicative competence in foreign medical students at a level sufficient for solving simple communicative tasks in the educational and professional field of communication, which involves the formation of receptive and productive skills types of speech activity at the A1 level in a communicatively appropriate set of topics and situations of educational and professional communication.

2. "Foreign language for professional direction", which is studied in the second and third years and aims to form foreign students professionally oriented speaking skills necessary for the implementation of communicative interaction in communication situations of future doctors with patients and colleagues during clinical practice (on language proficiency level B1).

The content of the work programs of linguistic cycle disciplines for students of other specialties is determined by the departments of language training. Educational and professional programs of specialties provide only the amount of credits and study hours of such programs. For example, for foreign students majoring in "international economic relations" of the Faculty of International Economic Relations and Tourism Business of V. N. Karazin Kharkiv National University provides the following disciplines: "Foreign language" (1st year, 14 credits), "Foreign language" (2nd year, 13 credits), "Second foreign language" (2nd year, 6 credits), "Foreign language and translation" (3rd year, 11 credits), "Second foreign language" (3rd year, 6 credits), "Foreign language and translation" (4th year, 11 credits), "Second foreign language" (4th year, 6 credits), "Translation practice" (educational) (4th year, 5 credits), "Foreign language and translation by profession" (5th year, 8 credits), "Translation practice" (5th year, 5 credits), "Foreign language and translation by profession" (6th year, 4 credits).

The working programs of educational disciplines of the linguistic cycle have a clear structure, which is determined by the general requirements for the organization of the educational process.

Program components:

– the purpose and task of teaching an educational discipline, competences as planned learning outcomes, learning methods;

- the number of credits and study hours, thematic plan and structure of the study discipline;
- description of tasks for independent work, forms of control and evaluation criteria;
- a list of sources for studying the discipline.

The components included in the curriculum form a logical interrelated system and together make it possible to achieve the stated goals and program learning outcomes.

The structural and content elements of each of the work programs of the educational disciplines of the linguistic cycle for foreign students of higher medical education are regulated by such educational documents as the Standard of Higher Education in the field of knowledge "Medicine" [3], Standardized requirements for levels of Ukrainian language proficiency [12].

Let's believe that the basis of these standards is the modern language-didactic paradigm, which is "marked by the dominance of a complex of competence, communicative activity and intercultural approaches" [13] and has the following three levels: methodological (personally oriented: axiological and acmeological, competence, educational, problematic, strategic approach); sociolinguistic (cultural / intercultural, communicative-cognitive, oriented to the environment and level of language proficiency); linguistic didactic (integrated language learning methods, teaching aids) [11]. The complex of the above approaches is aimed at the formation and development of a linguistic personality, the indicators of which are recognized as a set of general and professional competencies.

3.4 COMPETENCE STRUCTURE OF EDUCATIONAL MIGRANTS AND THE TASK OF MASTERING THE LANGUAGE OF LEARNING

Let's consider the question on the example of educational and professional programs of various specialties, in particular 222 "Medicine" and 035 "Philology". The results of language training of educational migrants are the following general and professional competences [14]:

1. *General competencies* (invariant component):

- 1) ability to abstract thinking, analysis and synthesis, the ability to learn and master modern knowledge;
- 2) ability to apply knowledge in practical situations;
- 3) knowledge and understanding of the subject area and understanding of professional activity;
- 4) ability to adapt and communicative action in a new communication situation;
- 5) ability to make informed decisions; work in a team, interpersonal skills;
- 6) ability to communicate in the state language both orally and in writing, the ability to communicate in another language;
- 7) skills in using information and communication technologies, the ability to search, process and analyze information from various sources;
- 8) determination and perseverance in relation to assigned tasks and assumed duties;
- 9) ability to act socially, responsibly and consciously.

2. *Professional competences* (variable component):

– for specialty 222 "Medicine":

1) survey skills;

2) ability to determine the necessary list of laboratory and instrumental studies and evaluate their results;

3) ability to maintain medical documentation;

– for specialty 035 "Philology":

1) awareness of the structure of philological science and its theoretical foundations;

2) ability to use knowledge about language as a special sign system, its nature, functions, and levels in professional activities;

3) ability to use knowledge of the theory and history of the studied language(s) in professional activities;

4) ability to analyze dialectal and social varieties of the language(s) being studied, to describe the sociolinguistic situation;

5) ability to use in professional activity systematic knowledge about the main periods of the development of the studied literature, from ancient times to the 21st century, the evolution of directions, genres and styles, prominent representatives and artistic phenomena, as well as knowledge about the trends in the development of the world literary process and Ukrainian literature;

6) ability to freely, flexibly and effectively use the language(s) being studied, in oral and written form, in various genre-stylistic varieties and registers of communication (official, unofficial, neutral), to solve communicative tasks in different spheres of life;

7) ability to collect and analyze, systematize and interpret linguistic, literary, folklore facts, interpret and translate text (depending on the chosen specialization);

8) ability to freely use special terminology to solve professional tasks;

9) awareness of the principles and technologies of creating texts of various genres and styles in national and foreign (foreign) languages;

10) ability to carry out linguistic, literary and special philological (depending on the chosen specialization) analysis of texts of various styles and genres;

11) ability to provide consultations on compliance with the norms of literary language and speech culture;

12) ability to organize business communication.

The general and professional competences required by the state educational and professional program are specific for foreign students: they must be formed on the basis of their foreign language and communicative competence and at a level sufficient for solving communicative tasks in the social-life, socio-cultural and educational-professional spheres of communication. This involves the formation of skills and abilities in the main types of speech activity: reading, writing, speaking and listening, in the use of language means to implement certain tactics of speech behavior to achieve a communicative goal. The basis of the formation of communicative competence is the mastery of the Ukrainian language system and the mastery of phonetic, lexical and grammatical skills.

The purpose of forming the competencies listed above determines the setting of the following tasks of mastering ULF, which should be reflected in the programs [3]:

- 1) master the language and speech components of communicative competence;
- 2) apply the acquired language knowledge and speech skills in perceptive and productive types of speech activity to solve typical communicative tasks in the social and everyday, sociocultural and educational and professional spheres of communication;
- 3) apply the acquired language knowledge and speech skills in actual communicative situations in the field of the current system of health care and education, as well as to optimize one's own professional activity.

The basis for achieving the specified results will be the following developed communication skills (according to the Standardized requirements [12]):

- *in reading*: read, understand, analyze and systematize the main information, basic provisions of texts in the educational and professional sphere;
- *in listening*: listen to and understand the topic, main content and communicative intentions of statements and discussions of current topics in the educational and professional sphere;
- *in speech*:
 - a) produce an (un)prepared statement describing the subjects and objects of professional activity and one's own opinion; express own instructions-instructions;
 - b) participate (prepared and unprepared) in dialogue and polylogue, receive, transfer and clarify the necessary information;
- *in writing*: express your thoughts and assessments of professional phenomena in writing in accordance with language norms.

3.5 METHODS OF LANGUAGE TRAINING AND PRINCIPLES OF DEVELOPMENT OF THE CONTENT COMPONENT OF THE WORK PROGRAMS OF THE DISCIPLINES OF THE LINGUISTIC CYCLE

The following methods of training educational migrants in Ukrainian higher education institutions are aimed at achieving educational goals and objectives [15]:

- *conscious-practical* (the leading method of learning foreign languages, because, on the one hand, during practical classes, students become aware of language forms necessary for communication; on the other hand, language material is mastered through foreign language-speech activities);
- *explanatory and illustrative* (used for teaching and learning new educational material, facts, approaches, assessments, conclusions, etc.);
- *reproductive* (for students to apply the algorithm learned on the basis of a sample or rule, corresponding to the instructions, rules, in situations similar to the presented sample);
- *method of problem-based teaching* (using various sources and means, in the education of foreign students, the teacher poses a problem, formulates cognitive tasks, and then, revealing

the system of proofs, comparing views, different approaches, shows ways to solve the given task. Thus, students become co-participants in scientific research);

– *partial search, or heuristic method* (in the organization of an active search for a solution to cognitive tasks proposed by the teacher (or independently formulated under the guidance of the teacher, based on heuristic programs and instructions). The thinking process acquires a productive character, but it is gradually directed and controlled by the teacher/students themselves in working with textbooks and computer programs. Such a method, one of the varieties of which is a heuristic conversation, is an effective way to activate thinking, encourage learning);

– *research method* (after analyzing the material, setting problems and tasks and brief oral or written instruction from the teacher, students independently study literature, sources, conduct observations and perform other research activities. Initiative, independence, creative search are most fully manifested in research activities).

The methodology of creating work programs requires the development of a content component in the structure of a modern work program of the educational discipline of the linguistic cycle. The content of ULF education is provided by the unity of language (knowledge of the language system) and speech (formed communicative skills in the social-life, socio-cultural, educational-academic and educational-professional spheres) components, taking into account the level of language proficiency. The selection of the content of ULF education must be carried out according to certain *principles*, leading among which we consider *the principle of taking into account the unity of language and speech components of education* and *the principle of matching the level of language proficiency*.

In typical communication situations, the participants of a communicative event use a limited genre repertoire. Therefore, in the selection of educational speech samples (monological utterances, dialogic/polylogical units), their genre typology should be taken into account, which corresponds to the tasks of professionally oriented language learning. For example, for the education of foreign medical students, it is advisable to choose such genre forms as oral monologue statements-reflections, written description of the history of the disease, dialogue-interrogation of the patient, dialogue-discussion of specialists, oral monologue instructions for the patient, written monologue recommendations and recipes. In this regard, we can determine *the principle of correspondence of language units to the genre typology* relevant for each specific specialty.

Let's believe that during the selection of educational materials of certain genres for the language training of educational migrants, it is necessary to focus, depending on the level of language proficiency, on the correspondence of speech samples to communicative situations, communicative roles and communicative intentions of the speakers. For example, the necessary speech intentions of the participants of a communicative event of a professional council are as follows: greeting/farewell, establishing contact, introducing oneself and others, thanking/apologizing, requesting information, expressing assumptions, making an argument, expressing a condition and consequence, expressing a conclusion, expressing advice/recommendations. Taking into account the correspondence of educational materials to current communicative intentions activates the motivation to learn a foreign language, therefore, *the principle of correspondence of educational*

materials to current communicative intentions is necessary for the selection of the content of foreign language education.

Any communicative intentions at the language level are realized through lexical units and grammatical and syntactic structures. Therefore, in order to determine the following principles, it is necessary to analyze the principles of selection of lexical and grammatical means developed by the theory of foreign language learning.

The purpose of vocabulary selection for classes at ULF is to determine such a dosed minimum of words that must be learned by foreign students in the allotted time and distributed over a set of classes within the study of one topic. The creation of such minimums is carried out against the background of general correlation with the selection of educational lexical minimums in accordance with the mastery of ULF at the required level (in our case, B1, B2). As A. Shchukin notes, "when compiling lexical minimums, experts are guided by specially identified principles, which are understood as measuring signs of evaluation of lexical units involved in such minimums" [16]. According to the nature of such features, it is advisable to divide all principles into three groups: statistical, linguistic, and methodical. It should note that based on our own experience of teaching ULF to foreign students, it is possible to confirm the methodical expediency of the principles of selecting lexical learning minimums described by A. Shchukin.

Taking into account the statistical principles of frequency, prevalence, and usage will allow selecting for educational purposes lexical units that are most frequently used and most necessary for updating all parameters of the non-speech context of a certain communicative event reflected in a speech sample. Taking into account the linguistic principles of consistency, stylistic unlimitedness or, on the contrary, markedness, semantic value [16] will allow selecting functionally significant vocabulary units. Taking into account the methodological principles of correspondence to the topic of communication, correspondence to tasks of receptive perception or productive use will allow to systematize lexical units and distribute them depending on the programmatic subject of ULF education.

Grammatical structures (word-forming, morphological, syntactic) are carriers of the grammatical properties of the Ukrainian language and a means of expressing morpho-grammatical meanings and syntactic connections, the knowledge of which and the ability to use them will ensure the avoidance of communicative failures in communication. Traditionally, grammar is separated into an independent aspect of foreign language learning [16]. We believe that the identification of grammatical minimums will allow practitioners to implement the main provisions of the "theory of communicative grammar" developed by Yu. Pasov [17], which are embodied in the practice of teaching at UMI through educational strategies for learning language material from functional-communicative meaning to language form.

The above components create a communicative minimum, the elements of which are also important to distribute according to the level of proficiency in the Ukrainian language as a foreign language and relevant speech genres. Therefore, we consider *the principle of cataloging communicative minimums according to the level of language proficiency, professional needs and genre typology* as the next principle.

Linguistic scientists believe that the basis of the formation of communicative competence and language personality in general is the text. Z. Bakum describes text-centrism as a general methodical principle of teaching the Ukrainian language [18]; M. Pentylyuk, T. Okunevich, S. Muntyan define the text as the main unit of learning, the idea of text-centrism, according to their observations, is implemented in language training programs and through task systems in textbooks and training manuals [19]; I. Kushnir emphasizes the need to rely on the text in the process of language training of foreigners [20].

"However, recently, taking into account the expansion of the functions of the text phenomenon and the change in its form due to the informatization and technology of the information space in the teaching methodology and practice, ULF is revising the textual basis of the language education system and choosing to focus on the selection of complex and multifunctional learning units that differ from the traditional text" [20]. In addition, the text, which is, first of all, an informational presenter, turns out to be insufficient when, during ULF training, it is necessary to present communicative examples of solving actual communicative tasks by means of verbal interaction, especially in the social, everyday and professional-practical spheres.

Modern studies of the theory of language communication allow us to expand the understanding of the text as a communicative unit. The text as a set of parameters, which, in our opinion, are important for learning language interaction of foreigners in the Ukrainian-speaking environment, is called "discourse". In addition, if in the educational and professional communicative sphere foreign students acquire educational and qualification knowledge and interact in the educational and professional environment by means of written and spoken Ukrainian texts of various genres, then we consider it impossible to realize communicative needs in other relevant spheres for them only through texts. Language-speech means and at the same time speech products of socio-everyday, socio-cultural, professional-practical communicative interaction are mainly not only texts, but also other communicative units (dialogical/polylogical units, speech acts, microtexts combined with visual elements – memes, etc.), researched within the framework of the theory of language communication in modern linguistics and the discourse approach in linguistic didactics [20].

Thus, let's consider *the principle of text- and discourse-centrism* to be no less important in shaping the content of language training programs for foreign students.

The content of UML studies, which should be selected according to the principles outlined and described above, is reflected in a separate section in the structure of each linguistic discipline work program for foreign students of higher education. The list of topics is a content component of work programs of academic disciplines.

The linguistic aspect of the topic can be implemented, for example, through the following components:

- *phonetic and graphic system of the Ukrainian language;*
- *designation of being/non-being, genus, multiplicity;*
- *designation of belonging of objects and phenomena;*
- *indication of time, completion / incompleteness of the action;*

- peculiarities of the functioning of the prepositional system of the Ukrainian language;
- peculiarities of using complex sentences, etc.

The speech aspect is implemented thanks to the study of such topics as: "Acquaintance", "Family", "At the faculty, at the university", "Time. Days of the week", "Traditional Ukrainian food", "Recreation of Ukrainians", "Travel", "Personal hobbies", etc. For the formation of professional and communicative competence of foreign students, the work programs of linguistic disciplines provide for the study of, for example, the following topics: "Meeting a doctor with a patient", "In the hospital. In the doctor's office", "Medical documentation: a general concept", "Working day of the future geographer", "Cartographic research", "Communicative styles in international relations", etc.

The learning content selected according to the principles described above is divided into classroom and independent work. The latter, according to educational and professional programs, takes up more than 50 % of the study time. So, for example, the work programs developed by the Department of Language Training of the Educational and Scientific Institute of International Education of V. N. Karazin Kharkiv National University, various types of independent work of students are provided, as shown in **Table 3.2**.

● **Table 3.2** Types of students' independent work

Nº	Types, content of independent work
1	Preparation for practical classes: 1. Work with the texts of the subject specified in the program: – reading the text as the basis of a monologue; – listening to sample dialogues (remotely/in a computer class). 2. Completion of lexical and grammatical tasks according to program topics. 3. Oral speech practice: – preparation of monologic and dialogic speech based on communicative tasks
2	Work with additional textual material and presentations for the purpose of personally-oriented development of communicative competence
3	Preparation for the final control

3.6 EVALUATION CRITERIA AND MEANS OF CONTROL

Another basic structural component of the work program is the forms and means of control, because the recording and evaluation of educational achievements of educational migrants is an integral component of the ULF education system. On the one hand, the teacher evaluates the quality of language education, diagnoses the educational achievements of students. On the other hand, the student should be aware of its academic success, which will increase internal motivation in language learning. Therefore, the evaluation system solves the task of ensuring the quality of language training of foreign students of Ukrainian higher education institutions and provides for the following forms of control:

1) *current control*, which is carried out at each lesson, is used to check the level of formation of aspect skills and abilities in all types of speech activity;

2) *final control* – assessment or exam (in written and oral form) is conducted at the end of the semester in the form of lexical-grammatical tasks and monologic and dialogic speech within program topics and situations.

Let's create evaluation criteria based on the principles of selection and systematization of language materials, as well as taking into account communicative minimums. An example of the criteria for evaluating dialogic speech is given in **Table 3.3**.

Identical tables should be developed for the assessment of skills in all types of speech activity.

● **Table 3.3** Evaluation criteria for dialogic speech

Evaluation criteria	Distribution of points						Maximum points
1. Contents							12
1.1. Compliance with the communicative role and situation in a certain area of communication	yes	6	partially	3	no	0	
1.2. Completeness of the presentation of the topic (achievement of the communicative goal)	achieved	6	partially	3	not achieved	0	
2. Participation in dialogue (speech competence)							20
2.1. Compliance with the quantitative indicator (4–6 answers)	yes	6	partially	3	no	0	
2.2. Initiating a conversation	yes	6	partially	3	no	0	
2.3. Response to questions	yes	4	partially	2	no	0	
2.4. Compliance with etiquette rules	yes	4	partially	2	no	0	
3. Language competence							8
Linguistic normativity	8		4		0		
Phonetic	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Grammatical	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Lexical	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Stylistic (matching the genre)	no errors		mistakes do not disrupt understanding		mistakes disrupt understanding		
Total							40

3.7 DISCUSSION OF THE RESULTS OF SECTION 3

Thus, summarizing, it is possible to note that the work programs of the educational disciplines of the linguistic cycle reveal the purpose of forming the competences of the language personality of educational migrants, offer an approximate language inventory for teaching foreign language communication, which corresponds to the topic of communication and is consistent with the levels of language proficiency proposed by European and Ukrainian standards, a list of communicative skills is presented, descriptors and indicators of their formation are provided.

The structure of the work program of the educational discipline of the linguistic cycle contains a standardized set of elements, namely:

- description of the educational discipline (purpose and main tasks; planned learning outcomes;
- learning methods;
- number of credits and learning hours);
- thematic plan of the academic discipline;
- tasks for independent work;
- control forms and assessment criteria;
- rating scale and scoring scheme;
- list of recommended literature.

It is possible to present *the functions* of these programs as follows:

1. *Normative* (the program is a document that is mandatory to be implemented in its entirety) is the main one. This leading function is implemented through a set of partials:

- *determination of the purpose of education*: determines the goals of educational activity, the achievement of which is oriented to the design of the pedagogical process;
- *determination of the content of education*: fixes the system of elements of the content to be mastered.

2. *The procedural function* determines the logical sequence of assimilation of content elements, organizational forms and teaching methods.

3. *The evaluation function* reveals the levels of assimilation of content elements, objects of control and criteria for evaluating the educational success of educational migrants.

Among *the principles* of selection and systematization of content elements of the work program, we single out the following:

- the principle of compliance with current communicative intentions;
- the principle of taking into account the unity of language and speech components;
- the principle of matching the level of language proficiency;
- the principle of compliance with the genre typology of speech samples relevant for each specific specialty;
- the principle of cataloging communicative minimums (intentional, phonetic, lexical, grammatical);
- the principle of text- and discourse-centrism.

Taking into account the systematized functions of work programs and the principles of selection of educational material, we believe that the invariant model of the program should be supplemented with another element of the organization of the educational process, which will be aimed at all participants of the educational process (not only teachers, but also students). These should be reference materials that will contain a variable set of implementation of the invariant catalog of communicative minimums (intentional, phonetic, lexical, grammatical components), as well as a genre-thematic typology of educational texts and discourse samples.

The scientific principles of creating such minimums should become the subject of further scientific research.

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4

MULTIMEDIA TECHNOLOGIES IN TEACHING THE UKRAINIAN LANGUAGE AS A FOREIGN LANGUAGE

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ABSTRACT

The educational potential of modern multimedia tools in higher education is today an actual direction of pedagogical scientific research. It is necessary to theoretically substantiate the possibilities of using multimedia technologies in the language training of foreign students, consider the advantages and disadvantages from the point of view of their use for educational purposes. The formation of foreign language communicative competence of foreign students with the help of multimedia tools can be carried out only under the conditions of a properly organized educational environment, sufficient motivation of students, an effective combination of forms and types of educational activities and independent work of students. The authors present their own methodological developments in the development of all types of speech activity using multimedia technologies, modern social network content, assessment of its possibilities as a learning environment, and the results of comparative studies of their use in language training of foreigners.

KEYWORDS

Multimedia learning tools, mobile learning, podcast, digital story, messenger, Ukrainian language as a foreign language.

4.1 LANGUAGE TRAINING OF FOREIGN STUDENTS IN THE CONTEXT OF MEDIA EDUCATION

The numerous challenges facing Ukraine today require each of us to at least fulfill our civic duties. For scientific and pedagogical workers, the field of such activity is education, ensuring the effective functioning of the educational environment. This activity has a special context in relation to the education of foreign citizens at Ukrainian higher education institutions, as it is one of the components of our state's reputation in the world.

The informatization of modern world society has significantly influenced the informatization of education in general and the informatization of language education in particular. For today's youth, who were born in a digital society and grew up with information technologies, the use of the Internet and mobile devices is an integral and completely natural part of life. The importance of the use of multimedia tools in the educational process is also determined by their wide possibilities for diversifying the content, methods and forms of learning, providing access to an unlimited amount of information that can be effectively used in independent work. The difficult military situation in

the country, the predominant education of students using a distance form makes it necessary to consider the multimedia tools used today in the language training of foreign students, not only as one of the trends of modern education, but also from the point of view of the success of the results of their use in education.

Today, multimedia technologies mean technologies that allow using a computer to integrate, process and at the same time reproduce various types of signals, various environments, means and methods of information exchange. They provide the possibility of saving huge arrays of information, interactive access to their elements and playback of video stories with sound on the screen of a personal computer. With the advent of educational tools based on multimedia technologies, the educational process has become more diverse and multidimensional.

Simulation of reality is the most important advantage of multimedia technologies. With their help, you can not only reproduce any object, but also provide it with a program that describes its behavior in real conditions. Thanks to this "virtual laboratory", the student practices professional actions that match the real ones as much as possible, actually dealing only with their electronic counterpart. The system can contain hints that guide the student's actions, gives an assessment of the results of its activity, and also allows repeating the action of a certain stage to correct errors as many times as necessary.

The skills of working with multimedia technologies in the learning process develop the student, foster independence, and the ability to self-study. The use of multimedia tools in the educational process definitely contributes to the motivation of students to study; implementation of a social goal, namely, informationalization of society; increasing the level of the learning process; student personality development; development of skills of independent work with educational material; increasing the effectiveness of training due to its individualization.

The most common ways of using multimedia tools in the educational process today are as follows:

- use of electronic lecturers, simulators, encyclopedias, textbooks;
- provision of distance education;
- multimedia presentations;
- training and demonstration and test and control programs;
- conducting interactive video conferences;
- creation of educational sites;
- creating presentations for teaching educational material;
- implementation of projective and research activities of students, etc.

The rapid development of information technologies enables the inclusion of unique and diverse content in the educational process, which opens up new perspectives for the language training of foreigners, allows solving many problems related to the intensification and optimization of the educational process of their learning the language of professional communication, the formation of communicative and linguistic competences.

Despite the attention of foreign and domestic teachers to the possibilities of intensification of the educational process with the help of the use of multimedia technologies, the study of their

didactic potential in teaching foreign students the Ukrainian language as a foreign language is still just beginning. The use of multimedia technologies in classes on Ukrainian as a foreign language is an actual direction in the methodology, which requires new pedagogical approaches and non-standard solutions. The main task of language training of foreign students in higher education institutions is the formation of students' ability and readiness for business communication, a wide range of competencies of both a receptive and reproductive nature, professionally oriented oral and written communication skills.

4.2 MOBILE LEARNING IN THE METHODOLOGY OF TEACHING UKRAINIAN LANGUAGE AS A FOREIGN LANGUAGE

Today, when mobile devices are at the peak of their development, the issue of their integration into education has become more acute. The use of tablet computers, smartphones, mobile phones, iPad, iPhone and other similar devices for educational purposes has led to the formation of a new direction within the concept of electronic learning – mobile learning (English M-Learning – Mobile learning).

The definition of mobile learning in scientific research is based on the technological features of mobile devices and on the didactic possibilities provided by these technologies. Mobile learning is an activity carried out regularly with the help of compact, portable mobile devices and technologies to facilitate, support, optimize and enhance teaching and learning processes, allowing students to become more productive when communicating, receiving or creating information [1].

Considering mobile learning in the context of language learning, we define this term as a form of organization of the learning and control process, based on the use of mobile communication devices, during which students can develop and improve language skills and the ability (based on the means of synchronous and asynchronous communication) to form sociocultural and intercultural competence in order to use a foreign language as a means of communication in social, everyday and professional spheres.

The uniqueness of mobile learning compared to traditional and modern methods, such as e-learning and blended learning, is that students, first of all, are not tied to a specific time and place, but have access to educational material at all times, in any time convenient for them.

Mobile learning:

- stimulates positive transformations in the methodology of teaching a foreign language;
- provides new means of communication and collaboration;
- helps to combine learning in the classroom with learning outside it, on the way home and between classes;
- enables the exchange of information;
- optimizes the process of commenting, discussing or exchanging electronic data;
- changes the traditional role of the teacher as an undisputed authority to a more modern role of co-author or mentor.

It should be noted that today's students, despite all their education in the field of digital technologies, in our opinion, are still not sufficiently oriented in the variety of software products offered. Therefore, the task of the teacher is to help the foreign student in choosing the necessary and appropriate products that can maximally contribute to language learning, and thereby individualize the learning process. It is necessary to regulate the use of these devices by students and teach them to use mobile devices purposefully for learning, which will allow to optimize this process.

Didactic use of popular media guarantees high motivation in the educational process outside strictly regulated spaces and contexts. The main didactic properties of mobile technologies are interactivity, informativeness, clarity, autonomy, ease of use, instant access and provision of feedback. These didactic properties determine the expediency and effectiveness of the integration of mobile applications for the development of language skills and oral-speech skills of speaking and listening; communicative, socio-cultural and informational and communication competences of students; organization of their independent and classroom, individual and group work; providing feedback; visualization of materials; use of tasks of traditional and new formats, including project type; implementation of control, etc.

Today, users of mobile devices have access to a huge number of applications for learning foreign languages, primarily English. But there is already a certain set of mobile applications and programs focused on various aspects of teaching Ukrainian as a foreign language. For example, students, translating a text on a certain topic, can turn to electronic dictionaries. Help applications for mobile electronic devices provide quick access to information; the vocabulary base in mobile dictionaries is, as a rule, more up-to-date compared to printed versions; the use of mobile devices in classroom classes and for independent work helps to increase the motivation of foreign students to learn the language.

The integration of mobile devices into the process of learning Ukrainian as a foreign language has a number of important advantages. This is, first of all, a variety of forms of work with authentic materials: learning vocabulary, practicing pronunciation, teaching dialogic and monologue speech, teaching writing, practicing grammar skills. Secondly, the opportunity for foreign students to access the necessary study materials anywhere and at any time. Thirdly, thanks to mobile technologies, the presentation of educational material is very colorful, filled with illustrations and multimedia effects. They also facilitate automatic and quick verification, which gives students the opportunity to receive the most relevant information about their educational progress. And, finally, expanding the possibilities of individualization of the educational process due to the fact that the teacher can choose from a whole range of resources exactly what its students need and are interested in.

Among the main goals of using mobile technologies in language learning are the provision of feedback and control (communicative mobile applications), instant access to materials (reference mobile applications), visualization of materials (multimedia mobile applications). Existing educational mobile technologies can be divided into several types:

- joint (social networks, learning management systems);
- communicative (student survey system and testing system);

- reference (dictionaries, encyclopedias, search engines);
- multimedia (podcasts and videocasts), etc.

Didactic functions of shared mobile technologies are exchange of ideas, resources, materials, organization of group project activities, accumulation and storage of information; communicative – instant feedback and educational control, organization of individual and autonomous learning, implementation of self-reflection and self-control of students, creation of mobile tests and implementation of mutual learning and mutual control. It is advisable to use reference mobile technologies for the development of the skills of working with information: information selection, critical evaluation and interpretation, creation of problem-searching tasks for work in pairs or groups. Multimedia mobile technologies contribute to the development of oral types of speech activity, convenient in creating mobile exercises and tasks and organizing project activities, visualization of educational material.

Let's consider in more detail the possible task formats, speaking skills and abilities that are formed in foreign students in the process of using a certain type of mobile applications. For example, when using multimedia mobile applications (mobile podcasts and videocasts) for the formation of phonetic skills, such a format of a project task as a digital story is possible. Communicative mobile applications (mobile polling and testing systems), which are based on interactive tasks with modified assessment and feedback, are indispensable for improving grammar. The vocabulary is enriched by reference mobile applications (mobile dictionaries, encyclopedias, search engines), for which problem-search tasks, in particular mobile quest, are appropriate.

To successfully work with an electronic dictionary, you need the teacher's instructions and the development of students' skills in working with information available on reference sites and applications. The teacher's recommendation is also of great importance in choosing one or another resource. When giving certain recommendations to students, it should be taken into account that mobile translation applications, such as Google Translate, translate words, phrases, sentences using Google's interactive translation service, but they only allow you to get a translation of a word or expression, which is not always correct.

The experience of my own pedagogical work allows me to recommend to teachers, first of all, to teach students to work with such monolingual explanatory dictionaries as "Merriam Webster Dictionary" and "Dictionary.com", which, in addition to describing the lexical meaning, contain examples of the use of lexical units and provide an opportunity to obtain information about words, phrases and idiomatic expressions in context. In addition to transcription, these dictionaries also contain an audio recording of the pronunciation of words. In the category of monolingual dictionaries, the dictionary "The Free Dictionary by Farlex, Inc" deserves attention, because this application allows to search a number of dictionaries and encyclopedias at the same time.

The experience of working with mobile applications, developed for the purpose of developing lexical skills and expanding the vocabulary of students, shows that many of them are built on a game basis and are intended for independent learning of a foreign language. Yes, the R.I.D. project was created by "Ukrainians for Ukrainians". The application in game form will help in studying or deepening knowledge of the Ukrainian language and culture. The materials are presented in the form

of a system of cards. Every day, the user receives three new words to memorize, accompanied by explanations, illustrations and interesting facts or quotes.

The "Mova" application helps in learning the rules and peculiarities of the Ukrainian language, gets rid of slurs, contains tips on improving writing and speaking, contains a section with apt quotes. All materials are presented in a visual form and with humor. A character in the form of a funny tongue wittily illustrates this or that rule. This contributes to both perception and memorization.

The mobile application "Learn and play" is also interesting to use, an interesting attempt to combine an interactive dictionary and a virtual tutor in an unobtrusive game way. The application will be useful to those students who are just starting to learn the Ukrainian language. The program allows you to learn the alphabet and the most common nouns and verbs, which are illustrated with an animation that visually explains the word. All materials are provided with audio, which allows to practice correct pronunciation.

The "Learn Vocabulary" application contains a typical set of tools for learning Ukrainian as a foreign language. Speakers of more than three dozen world languages can master the basics of spoken Ukrainian. Interestingly, the application can easily be used in the "reverse direction", that is, for example, to learn a foreign language. The program involves drawing up an individual study plan, which depends on the weekly amount of material. Among the interesting functions, it is possible to note the function of learning in a dream. Mastery of the material is combined with repetition and verification of the passed material in the form of quizzes.

In our opinion, many programs for replenishing the vocabulary can be used, first of all, for independent work of students, to activate and develop lexical skills within the framework of studied topics, for self-testing. At the same time, it should be noted that not all programs have high-quality language content, various types of tasks and do not fully use the technical capabilities of modern mobile devices.

Students are happy to use the capabilities of their mobile phones to learn a foreign language. For example, let's offer students to create a personal photo story – a series of pictures about their ordinary day. Then, based on this collage, they had to describe their day in Ukrainian. Let's also suggested telling this story, for example, from the 3rd person, in the past, future tense, in order to train different grammatical forms. It is also possible to use, for example, such a task: "Take photos of everything you see in Ukrainian around you (signs, menus, advertisements, inscriptions, etc.) and look for errors/chips". The class will certainly be in a positive way when you start discussing the pictures you have taken.

It is not possible to ignore the possibilities provided by the microphone in the mobile phone. Students can communicate with friends, teachers, native speakers using voice messages in Skype, WhatsApp, Viber. It is appropriate to offer students to listen to audio podcasts (short audio recordings of various topics) in Ukrainian.

Mobile applications for learning Ukrainian as a foreign language are gaining wide popularity every day. They have great potential in increasing the motivation and cognitive activity of students, the effectiveness of the language training process, help to individualize learning and are designed

to significantly improve the process of foreign language training for a wide range of students, open up new aspects of it and turn it from a serious time-consuming process into an exciting activity.

4.3 WAYS OF INTENSIFYING THE PROCESS OF LANGUAGE TRAINING OF FOREIGN STUDENTS USING PODCAST TECHNOLOGY

The word "podcast" comes from the words "iPod" and "broadcast". The Oxford English Dictionary defines a podcast as "an audio or video file distributed over the Internet for listening on a computer or mobile device, and which is available for listening at any time convenient for the user" [2]. All podcasts can be divided into three groups: audio podcasts that provide information in the form of an audio file in MP3 format; video podcasts, in which information is presented as a video file; screencasts presenting information in the form of a video file, in which an audio track with comments is superimposed on the video recording using a special program.

The prospects for using podcasts during foreign language learning are quite broad: expanding the boundaries of the educational environment (auditory and non-auditory time); the possibility of solving the problem of intercultural communication and interaction due to the distribution and exchange of podcast files on the Internet; reducing the level of psychological difficulties and overcoming the language barrier; availability of additional language practice, etc. [3]. In addition, let's note that the process of creating one's own podcasts contributes to the formation of the ability to improve and develop one's intellectual and general cultural level, to independently acquire and use new knowledge and skills in practical activities, to freely use a foreign language as a means of professional communication. A podcast provides the possibility of posting, listening or watching audio or video files on the podcast service; enables discussion of the content of the podcast in the microblog; contributes to the development of students' cognitive abilities, cooperative learning skills and independent learning activities.

The teacher of the Ukrainian language as a foreign language should take into account the fact that on the Internet there are both professionally created podcasts and amateur audio blogs, which are significantly inferior in the quality of the offered content. The most efficient way to find the podcast you need is to go to the podcast directory, where you can choose the category you want and view the list of podcasts available for download. The most famous podcast server is YouTube, where every registered user can host its video podcast, view others, and participate in discussion and commenting on podcasts in microblogs.

Our own experience of using podcasts in teaching Ukrainian as a foreign language to students of technical specialties of higher education allows us to state that a number of conditions should be observed when using this technology. So, the video material used by the teacher must correspond to the level of knowledge of the students, be consistent with the educational topic and the material being studied. It is necessary to clearly highlight the main, essential; feel the measure in the use of visualization, demonstrate it gradually and only at the appropriate moment of the lesson. Viewing of

video podcasts should be organized in such a way that all students have the opportunity to clearly see/hear the material being demonstrated. And, finally, the explanations given during the demonstration of the video material need to be thought through and worked out in detail.

An effective scheme of working with educational podcasts coincides with the technology of working with audio text:

- listen to the podcast in its entirety and try to understand its essence;
- listen to it again, while simultaneously watching the text on the screen;
- read the text (script) from the screen;
- work with new words;
- listen carefully to the audio recording again, simultaneously watching the text on the screen (it will also be useful to speak the material out loud);
- listen to the podcast without a script for the last time.

Before starting work with a podcast, the teacher must determine the target group, the level of language knowledge, the listening style, the need to edit the material, exercises aimed at a certain type of activity, the connection with the main educational material. Podcasts should be short (no more than 3–5 minutes) and correspond to the topic of the class.

Let's consider possible tasks for each stage of working with a podcast. Before listening or watching, key words are presented, the meaning of which can be guessed or whose meaning needs to be explained; it is possible to make an assumption with which topic the text will be related or suggest to make associograms with a key word, which will contribute to the repetition and generalization of students' vocabulary on a certain topic. During listening, exercises may be offered in which you need, for example, to select from the given words those that were used in the text; complete the table; choose or distribute according to the content of the illustration; fill in the gaps in the text. After listening to the text, students are asked to answer questions, formulate the names of parts of the text, or determine the correspondence of statements to the content of the text. At this stage, it is advisable to use creative tasks, such as continuing the story, form questions to the text, compare them with the partner's questions and act out an interview, invent and tell a similar story, etc.

Let's present an example algorithm for working with podcasts aimed at the development of speaking and listening. At the beginning of work with podcasts, the teacher must explain to the students the purpose and tasks of the project, familiarize them with the rules of working with the platform of the podcast service, where they will be placed and the network interaction of students and the teacher. The teacher needs to explain to the students what their educational activity will consist of, determine the algorithm for working with the podcast, and establish criteria for evaluating students' participation in this type of educational activity.

At the main stage of the process, the topic is selected and the students create the text of the podcast. Students are invited to prepare the text of the speech (podcast), where each of the participants can present themselves. The teacher monitors the independent activity of students, helping them to prepare a grammatically and lexically competent speech text.

Next, a podcast is recorded by each student. Podcasts created and placed on the service are listened to (watched) by the teacher and students during extracurricular hours. All students are encouraged to participate in the online discussion of the podcast, i.e. post microblog feedback or comments about the content and/or structure of the podcast. The teacher then organizes a general discussion and analysis of the podcasts.

At the final stage, there is a self-evaluation of the completed work, where students must determine to what extent they managed to reveal the essence of the problem, consider the difficulties that arose during the implementation of the project, put forward proposals for improving further work.

At the end of the work, the teacher evaluates the students' activity according to the previously discussed criteria. The proposed algorithm of students' and teacher's actions assumes that a rather large volume of educational activities is carried out by students independently. This makes it possible to assert that, along with the formation of students' Ukrainian-language communicative competence, this technique is also aimed at developing their skills of independent educational activity, learning the language according to an individual trajectory.

Podcast as a medium is an important technical means of learning a foreign language, because it allows solving complex tasks of foreign language education, promotes the development of all components of foreign language communicative competence of students.

4.4 EDUCATIONAL TECHNOLOGY OF DIGITAL STORYTELLING IN TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

Nowadays, most of the communication takes place in the digital plane: on the Internet, on computers, mobile devices, smartphones, etc. Today, Ukrainian higher education is characterized by significant changes, namely, the wide use of information and communication technologies, ensuring the self-development of students through creative tasks, which undoubtedly include tasks in the "digital story" format. At the current stage of the development of information and communication technologies in education, there is a tendency to replace traditional storytelling with a digital analogue – digital storytelling. However, despite the growing popularity of digital storytelling, among scientists and practicing teachers there is still no unified view of this technology, the scope and principles of its application, rules and methods of its practical implementation.

Digital storytelling is a special form of short story in video format, where the narrator conveys its experience in an emotional and artistic form [4].

Despite the variety of existing terms (digital documentaries – digital documentaries, computer-based narratives – computer narrative, digital essays – digital works, electronic memoirs – electronic memoirs, interactive storytelling – interactive narration), the essence of the phenomenon as a whole boils down to the combination of art to tell stories and possibilities of modern multimedia: graphics, audio, video and web design [5].

Digital storytelling can be considered a pedagogical technology because, on the one hand, it, like any technology, includes a chain of actions aimed at creating a certain product; on the other hand, this technology can be recognized as pedagogical because it contributes to solving practical and educational tasks. Digital storytelling has such characteristics, typical for educational pedagogical technologies, as operability and systematicity, conceptuality, reproducibility, controllability.

Let's propose to consider digital storytelling as a type of traditional storytelling performed in a digital format, as a result of which we get a kind of small-form media product that uses digital tools to create and present a narrative with elements of interactivity. Thus, digital storytelling combines both traditional static visual information (text, graphics) and dynamic information of various types (speech, music, video, animation, etc.).

The basis of digital storytelling technology is a well-known psychological factor: compared to any other form of information transmission, stories are more expressive, exciting, interesting, and always subconsciously associated with personal experience. They are easier to remember, they have a significant impact on the formation of beliefs and behavior of a person, if they sound at the right time and in the right place.

The duration of a digital interactive story created for educational purposes is from 2 to 10 minutes. The topic of digital stories is quite broad. It is possible to distinguish three main categories of digital stories, namely: personal stories – stories about significant events from the life of the narrator; historical documentary stories – stories about dramatic events of the historical past; applied stories intended to inform or instruct on certain issues [6].

The use of digital stories in classes supports the convergence of four personal-oriented technologies: promotes student activity, reflection, implements project-based learning and integrates modern information and communication technologies into the learning process [7]. The result of the use of this educational technology in the process of teaching a foreign language is the possibility of personalization of learning and the formation of information competence in students (the ability to work with various types of information: finding, storing, creating written and oral texts), cognitive (the ability to set tasks, think creatively and critically), scientific research (ability to collect and select data, correctly draw up citations, observing copyright, etc.) and communication skills.

The specific features of digital stories include the presence of a point of view, a dramatic (problematic) question, emotional content, voice accompaniment, and a soundtrack [8]. Mandatory components are the general purpose of the story, the position of the storyteller, key questions that hold attention, the choice of content, the clarity of the voice accompaniment, the pace of the story, the use of the appropriate content of music and sound design, the quality of the images, videos and other multimedia components used, conciseness in relation to details, grammatical and stylistic correctness.

The algorithm for creating a digital story can be as follows:

- choosing a topic;
- drawing up a plan;
- script writing;

- recording of the story;
- editing;
- presentation of the story;
- commenting;
- evaluation of work [9];
- search and collection of digital resources (graphic, audio and video resources);
- creating a digital story by combining selected digital resources with textual content according to the script [10] (an important point here is the storyboarding process to provide a textural and visual overview of the digital story plan).

Our own experience of creating digital stories in teaching the Ukrainian language to foreign university students allows to offer the following action algorithm:

- stage of planning and preparation of the text;
- stage of creation;
- feedback and reflection stage.

Competition, the desire to compete and win turned out to be one of the effective motivating tools for attracting foreign students to create their own digital stories in the process of language training. Thus, after showing the students the digital stories created by the teacher as a way of presenting new material, we offered them as a task to create their own digital storytelling, and then hold a kind of educational battle, where the group would identify the winner according to certain criteria.

The main activity at the stage of planning and preparation of the text is the definition of the topic and purpose of the digital story. It is necessary to find answers to the questions: To whom, about what and why do I want to tell? The next step is gathering information and thinking through the plot, where it is important to solve the following questions: What do I know about this? What else do you need to know? What will I talk about first? What key questions will I ask? What will happen in breeding? How will the story end?

It is important to draw up a detailed meaningful plan. The last step of this stage is the selection of necessary materials (photos, images, maps, video recordings, sound and musical accompaniment). At the stage of drawing up the story plan, it turned out to be effective to use brainstorming or discussion, which allows to involve the maximum number of students. Presentation of ideas in front of an audience of fellow students contributes to the development of a whole range of universal learning skills in students: creative and critical thinking, setting educational tasks and solving them, working with information, paying attention to details, effectively using oral and written communication, working in cooperation, etc.

The stage of creating a digital story should begin with the preparation of the storyboard on paper, the definition of the episodes that will consist of the story, their sequence, the types of images and how to change them, and the creation of voiceover text. Then you need to choose programs or online services for installation. Editing of episodes is carried out according to the storyboard, a recording of voice accompaniment is superimposed.

The final stage of feedback and reflection involves studying feedback and critical remarks about the created content and, if necessary, finishing the story. Demonstration and discussion of student works should be a mandatory part of training. Any story needs a viewer and a listener. This provides the necessary motivation and desire to improve one's skills. Viewing the story itself lasts 3–4 minutes, the performance may well take up to 15 minutes. Students are encouraged to divide their speech into three parts: pre-demonstration, demonstration and post-demonstration. This division corresponds to the methodical organization of work with any type of text.

At the pre-demonstration stage, potential language and extralinguistic difficulties are traditionally removed, students develop and propose their tasks and exercises. It is possible to offer students to make an introduction, as film directors do before the first viewing, or traditionally perform a number of lexical and grammatical exercises. After viewing, the author of the digital story receives feedback, but not yet on the story itself, but on the problem raised in it. This is usually the most interactive part of the presentation. Students can arrange mini-debates, take quizzes and announce the results, organize a game, and more. The final word of the author concludes the presentation.

It is necessary to involve all students of the group in the evaluation procedure. The final grade is derived as an arithmetic average and is supplemented by the teacher's grade. The most important components, the meaningful and technical (digital) side of the story, as well as the students' ability to present their story to the viewer without imposing their point of view, should be evaluated.

Special attention during evaluation is paid to correct citation and design of links to used intellectual property products, compliance with copyright to prevent plagiarism.

The use of digital storytelling technology in classes on Ukrainian as a foreign language is a very painstaking educational and methodical work. Creating an emotional dynamic digital story with clearly limited wording, appropriately selected images and audio accompaniment requires considerable effort, multiple corrections, and numerous attempts to voice the story. But all this effectively affects the formation of communicative competence of foreign students. The use of digital stories contributes to the development of listening skills of authentic language, understanding of culturally determined differences in communication.

For modern students, who have been oriented towards multimedia products since birth, digital stories contribute to self-expression in the best possible way, stimulate them to creative activity. Students can demonstrate the results of their works in class, post them on the Internet, share them on social networks or send them to the bank of digital stories (Centre for Digital Storytelling).

Today, there are many Internet services where you can familiarize yourself with the technology of creating digital stories, download free auxiliary programs, and see examples of ready-made digital products. Digital storytelling can be implemented in the form of a video clip, presentation or HTML pages with multimedia content. Among the tools for creating digital stories, it is possible to highlight Power Point (presentations with text, sound, multimedia), Photo Story (photo stories with text, photos, sound, music), Movie Maker (film with voice-over narration), Zimmer Twins (cartoon with text, music, audio). Digital stories can be created using mobile applications,

on websites (Render forest, Animatron), on sites in various programs (Pivot, Adobe animation, Autodesk Maya, etc.). Creating digital stories on mobile devices (smartphones, tablets) using mobile apps (Explain Everything, Prisma 3D, FlipaClip, etc.) is much more convenient and has a wide range of features and functions.

Let's give examples of some resources according to the level of information and communication competence of future authors of digital stories. Beginning students can use resources to create low-volume digital stories (images and text), comics, and digital books such as Closr, Storybird, Storyjumper, StoryboardThat, Dvolver, MakeBeliefsComix Pixton, Storyboarding, Stripgenerator, ToonDoo, Newspaper Clipping Generator, VideoScribe, Powtoon. For students who already have some competence in creating digital stories, it is appropriate to use the resources Read The Words, SlideStory, ArtofStorytelling, Widbook, Myhistro Soungle, YAKIToME, Scribblar, Voice-Thread, Blabberize, ZamZar. For a more professional level, we recommend Keynote, Prezi, Animoto, ESL Video, JayCut.

The didactic potential of digital storytelling as an educational technology is very high. Drawing up a story plan and writing a plot develop such an active type of language activity as writing and a receptive type – reading. Speaking and listening skills are developed in the process of voicing the story. The integration of digital storytelling into the process of teaching the Ukrainian language as a foreign language makes it easier for students to understand the material, develops their phonemic hearing, motivates, promotes the development of research skills, socio-cultural, discursive, media competence, develops critical thinking skills, digital literacy, the ability to effectively and critically navigate in the information space, evaluate and create own information content, etc.

4.5 THE EDUCATIONAL POTENTIAL OF MESSENGERS AS AN EDUCATIONAL ENVIRONMENT IN THE LANGUAGE TRAINING OF FOREIGN STUDENTS

Today's relevant forms of communication, which have appeared thanks to modern information technologies, significantly affect the very atmosphere of classes. Both in everyday life and in the process of studying, students constantly use smartphones, for example, to view content and communicate with friends in popular social networks and messengers. In addition to versatility and multifunctionality, these devices in the context of the educational process allow overcoming the temporal and physical boundaries of the audience, since information is not limited to a specific time and place. And in the conditions of online education, it is the educational potential of messengers that in many ways contributes to the support and effective functioning of the educational process. The educational potential of using messengers in learning Ukrainian as a foreign language in the conditions of distance learning is relevant for our present.

Social networks are a powerful communication tool, in the space of which users have the opportunity to create groups, exchange information (text messages, photo, video, audio materials, links to certain sources), work together on projects, etc. In pedagogy, social networks are consid-

ered as a virtual platform that provides support, creation, development, display and organization of social contacts with its means of communication, in particular, data exchange between users and necessarily involves the prior creation of an account [11]; an interactive, multi-user website, the content of which is filled by the network participants themselves, an automated social environment that allows a group of users united by a common interest to communicate [12].

The purpose of social networks is not limited to the entertainment function. The process of information exchange is two-way, as users both transmit information (perform the function of a communicator) and receive it (are recipients). Including a certain range of events in the discussion, clarifying the point of view of other users forces one to clearly formulate one's own position, which ultimately contributes to the self-identity of the individual. Since individual users also post the results of their work (paintings, drawings, poetic works, videos, etc.) on networks, this contributes to their self-realization and encourages self-development [13].

Such characteristics of mobile technologies as social interaction, individualization of learning, sensitivity to context, merging of digital and real reality, etc. are valuable for education [14]. Among the didactic advantages of using social networks and messengers, the most important are the exchange of information, communication between groups that are at a distance; realization of creative potential; reading and commenting on news, various information, materials; discussion of issues and topics; publishing and receiving information about the schedule of classes, training, tasks, etc.; a significant range of services, a variety of forms of communication, exchange of interesting and useful links to other resources; the possibility of group activity, joint planning and filling of educational content; constant interaction between the student and the teacher in the network at a time convenient for them and the organization of individual work with each student; availability of a mobile version of pages, etc. [15]. To this list, let's also add a comfortable environment for students, familiar means of communication and forms of content presentation, which, of course, allows to save time for adapting students to a new educational space, and this is especially important for foreign students, increases their motivation to study, increases activity and interest in the educational process itself.

Despite the listed advantages of using messengers in education, it is necessary to mention certain disadvantages. Such, in our opinion, can be considered the scattering of attention to other stimuli (for example, messages from other people); lack of network etiquette; situational dependence on the quality of the Internet connection, technical equipment; complication of assimilation of information by the student due to its superficial perception; the threat of addiction to social networks, the inability to organize time in real life.

Considering messengers as a learning environment in the educational process, we note that they are not only a program or web service for quick exchange of messages of various formats. Most messengers allow voice and video conferences. There are many such programs now, and the most popular of them are Viber, WhatsApp, Facebook Messenger, Skype, ICQ, Telegram. Let's analyze some features of the most popular messengers. So, for example, Viber offers the largest number of emojis, stickers and chat backgrounds; provides the ability to create control surveys

with the choice of the correct answer, open chats and simultaneous connection with many mobile devices. However, along with this, Viber only allows file sharing of certain formats. WhatsApp is an easy-to-use high-speed messenger, but its drawback is that the communication of a large number of users at the same time in a group chat sometimes disrupts the stable operation of the platform. Zoom provides all the tools at the disposal of the organizer: a demonstration from the screen, an interactive whiteboard, conducting online meetings, recording a video conference, but this messenger has a complex interface and is often subject to hacker attacks. Telegram is distinguished by the ability to create bots and channels. A bot is a program that allows you to answer user questions, search for information, and provide advice. A channel is a chat that sends messages to an unlimited number of users subscribed to it. Telegram can transfer files of any format, has a data storage function, synchronization with devices, an unlimited number of simultaneous sessions, etc. There is a nuance that must also be taken into account when choosing a messenger. In order to create a chat group in Facebook Messenger, the teacher needs to add all the students to the list of its friends, which may not be entirely convenient from an ethical point of view, since the teacher uses its page not only for professional, but also for personal purposes. This is an important advantage of messengers that only need a phone number to create a group.

The main thing is that modern messengers allow you to create educational courses for students, monitor the knowledge gained by students in the usual virtual space, and enable joint (student and teacher) creation of educational content. The teacher is more socially accessible to a foreign student, can support, prompt, help express an opinion correctly, in terms of communication, performing the role of not a mentor who only provides educational information, but a communication partner. In Internet communication, forms of communication do not have rigid frameworks, the use of emoticons, memes, expressions from different languages is allowed. All this helps to remove psychological barriers in communicating in a foreign language. A positive aspect of chatting is that a foreign student has time to think about a response. Messenger in the language training class of foreign students is an opportunity to unite the entire study group with a single goal and idea by creating a group chat, despite the fact that students are currently in different countries.

In practical work, in the absence of an opportunity to conduct classes in the classroom and communication difficulties experienced by some foreign students, we chose the Telegram messenger to conduct online classes. Considering that in today's conditions, the teacher should act as a designer of an educational ecosystem based on the principles of adaptability, taking into account the interests of each student, quick response to events both in the life of students and the whole world, we organized Telegram chats for each educational group. Let's note that we chose the way of differentiating group chats according to their purpose: an informational chat created for exchanging information, discussing tasks or other issues, and a didactic chat, the purpose of which was to work with educational and methodical materials and develop students' independent work skills.

The formation of communicative competence of foreign students with the help of messengers can be carried out only under the conditions of a properly organized educational environment under the guidance of a teacher, sufficient motivation of students, an effective combination of forms

and types of educational activities, authentic speech content of educational textual content, independent work of students. In order to ensure interrelated learning of all types of speech activity in class, the teacher, acting as the connecting link of this process, presents to foreign students a certain information product that combines visual (illustrations, photos), audiovisual (animation, scribing), verbal (video conference), sound and visual (audiovisual content) methods of obtaining information. Let's pay attention to those basic types of speech activity, the formation of which was the goal of our classes.

Listening. The ability of the messenger to broadcast educational material in the form of audio and video files made it possible to increase the interest of students in mastering this type of speech activity. As educational materials, let's mostly use specially recorded dialogues containing the necessary vocabulary, fragments of lectures from other educational disciplines, etc. The main form of exercises was, of course, listening to the audio file and completing the tasks sent to it by the teacher. As examples of other tasks for the development of listening skills, let's give exercises for recognizing specific words, structures, extracting specific information from the text. Thus, the exercise "Resume the message" involved students filling in the blanks in the printed text after listening to the audio file. In the "Find the differences" exercise, international students received a photo and audio file that was a description of it, but contained discrepancies compared to the illustration. The students' task was to find these inaccuracies by listening to the audio message. Exercise "Find the mistakes". Students are sent an audio file (10–12 sentences) with 5 factual errors to find.

Reading. For the formation of reading skills in the student's independent activity, let's prefer fragments of texts, since this type of activity mostly requires supervision by the teacher. In online classes, based on already learned vocabulary, let's study new grammatical constructions, retelling the text, answering questions, etc. As a phonetic warm-up, the "Half-word" exercise was interesting for students. Students were given the task of reading a message in which only the upper half of the text was visible, the lower half of the letters were covered, or vice versa. Also of interest was the task "Collect the dialogue", in which students had to find a place for each line in a "mixed" dialogue in order to obtain a logical text as a result.

Talking. The messenger allowed actively organizing communication by recording audio messages. For this, let's use, for example, the following exercises. First of all, this is the "Video" exercise, in which students had to independently shoot a video clip on the proposed topic using the learned grammatical and lexical material using a smartphone. The exercise "Virtual tour" involved the creation of a video file in which the student talked about the city where it is now and its life there.

Writing. The messenger opened unlimited opportunities for the development of the written language. The daily exercise became the task "News of the day", in which foreign students took turns sending a written text, where they covered the world news of the day that seemed interesting to them, or an event in their lives. In the process of developing writing skills, let's use exercises aimed at building a written expression using various supports (keywords, plan, logical scheme, illustration, phrases) or without them (writing an essay).

Control and assessment of students' developed abilities and skills was carried out by us with the help of the Vote or PollBot bot. This bot can issue a task to a student from the database, and after sending the completed control task, give the correct answer. Also, to evaluate student achievements, let's use audio files with a questionnaire in the classic version, which were posted in the Telegram chat.

The above types of speaking and learning activities that we were able to implement thanks to the messenger had a beneficial effect on the formation of students' communication skills, significantly helped in mastering general and professional vocabulary, contributed to the development of independent work skills, and increased the motivation and interest of foreign students in learning the language of professional communication.

The use of messengers for didactic purposes is possible and relevant in modern conditions, since social networks in this case act not only as an educational environment, but also as a means of psychological adaptation in the process of language training of foreign students. Social networks, of course, cannot replace either the academic classroom learning system or the distance learning system, but in today's complex conditions, the form of organization of the educational process proposed by us allows for full-fledged educational activities, increases the autonomy of the educational process, and develops in each student the responsibility for the results of their studies. However, all this becomes possible only under the conditions of purposeful management by the teacher and its constant interaction with students online.

4.6 DISCUSSION OF THE RESULTS OF SECTION 4

The use of multimedia technologies in the teaching of the Ukrainian language as a foreign language allows to significantly expand and diversify the activities of students, which in turn has a positive effect on the results of their mastering the language of professional training.

This was confirmed by a study we conducted to test the effectiveness of teaching using didactic modules based on multimedia tools developed by us.

Experimental verification of the effectiveness of the implementation of the proposed didactic strategies using multimedia tools was carried out by various methods: questionnaires, conversations with students and teachers, testing and analysis of student learning results. A total of 98 students participated in the study. 3 control and 3 experimental groups were formed. In the control groups, training was conducted according to the traditional method in an online format. In the experimental groups, the didactic capabilities of multimedia tools were actively used in the process of online learning. Time limits were the same for all groups.

The experimental verification of the learning results confirmed the effectiveness of the didactic strategies we proposed, and the increase in the formation of professional communication skills in the Ukrainian language in the experimental groups grew from topic to topic, overtaking the corresponding growth in the control groups.

The results we obtained showed that educational and methodical work using multimedia tools as didactic strategies in teaching Ukrainian as a foreign language is an attractive learning format for foreign students, which contributes to increasing the motivation to study the language of professional training, the level of individualization and interactivity of the educational process.

The main limitation of this section is the consideration of the didactic potential of only multimedia tools in learning Ukrainian as a foreign language. The next section will be devoted to the study of another range of modern innovative educational technologies in the language training of foreign students.

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INCLUSIVE EDUCATION - A MEANS OF PROMOTING SOCIAL EQUALITY AND DEVELOPMENT OF PEOPLE WITH SEN IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The scientific section is aimed at analyzing the implementation of inclusive education in the Educational and rehabilitation higher education institution Kamianets-Podilskyi State Institute, as well as the factors of successful socialization and adaptation of students with special educational needs. The study analyzed various approaches to inclusive education, considered the issues of organizing the educational process, supporting students with special needs and developing their socialization skills and adaptation to learning conditions, inclusive culture in higher education institutions, student-centered learning, formation of an individual educational trajectory, and employment. Scientific research shows that successful inclusive education is based on an individual approach to each student, taking into account its special needs, promoting its socialization and adaptation to learning conditions. This approach ensures the effectiveness of the educational process and the training of qualified specialists with special features in working with people with various needs.

KEYWORDS

Education, inclusion, social support, socialization, adaptation, student-centeredness, rehabilitation, employment.

5.1 INCLUSIVE EDUCATION IN EDUCATIONAL REHABILITATION INSTITUTION OF HIGHER EDUCATION KAMYANETS-PODILSKY STATE INSTITUTE: FACTORS OF SUCCESSFUL SOCIALIZATION AND ADAPTATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Currently, every member of society has the right to receive education at all levels. However, there is a separate category of persons that requires special conditions for the realization of this right. It is about persons with health disabilities. Their professional training is of great importance for the socialization of this contingent of persons.

Integration of the educational paradigm from the standpoint of the development of special (corrective) education for children and adolescents with disabilities, which involves replacing them with isolated learning and grouping according to similar nosological characteristics, to the standpoint of inclusive education, which creates conditions for overcoming the segregation of students with special educational needs, on the one hand, reflects the trends of humanization of modern society, on the other hand, it causes a number of complex problems, the solution of

which depends on the effectiveness of the implementation of state policy in the field of support for persons with SEN.

Today, the main documents regulating inclusive education in Ukraine are the Constitution of Ukraine, the Law of Ukraine "On Education", the Law of Ukraine "On Comprehensive General Secondary Education", the Law of Ukraine on Higher Education, the Law of Ukraine on Amendments to Certain Laws of Ukraine on Education organization of inclusive education, Procedure for organization of inclusive education in institutions of general secondary education, Procedure for organization of inclusive education in institutions of higher education, Regulations on the distance form of obtaining full general secondary education, On the work of inclusive resource centers and the organization of the educational process for persons with special educational needs in the period of martial law, Methodological recommendations for inclusive resource centers regarding the determination of categories (typologies) of educational difficulties for persons with disabilities and levels of support in the educational process, Methodological recommendations for organizing the educational process of children with SEN in the 2022/2023 academic year, as well as the UN Convention on the rights of the child and the European Convention on the Protection of Human Rights and Fundamental Freedoms.

Thus, the state policy regarding persons with SEN is enshrined in normative and legal documents, and the professional pedagogical community has the task of changing the usual ideas that have developed over decades about the forms and content of education for this category of children.

Issues of inclusive education in Ukraine were considered in the scientific studies of V. Gladush, A. Kolupaev, I. Kuzav, M. Matveev, S. Myronova, V. Panko, T. Sak, V. Siniov, O. Taranchenko, V. Tyshchenko, A. Shevtsova et al. However, the issues of studying and generalizing the practical education of the organization of the educational process in inclusive institutions of higher education, identifying significant problems and outlining prospective ways of its improvement remain relevant today.

In this regard, in recent years special attention of both the pedagogical community and institutions of civil society has been directed to the problem of inclusive education of persons with SEN in the system of higher education, including in the Educational Rehabilitation Institution of Higher Education Kamyanyets-Podilsky State Institute (ERIHE KPSI).

It is educational inclusion that corresponds as much as possible to the ideology, which excludes any form of discrimination of persons with SEN and affirms equal treatment of all people, but at the same time creates the necessary conditions for such persons. Attention to this issue is connected with the fact that educational inclusion is rightly perceived as the most important mechanism of social inclusion.

Inclusive education, which is part of the educational policy of many member states of the international community of UNESCO, is a dynamic and developmental approach that consists in a positive attitude towards the diversity of students. Inclusive education not only raises the status of a person with special educational needs and its family in society, but also changes the attitude

of society towards such people, promotes the development of tolerance and social equality. The education system adapts to the child, not the child to the system.

Therefore, scientific-pedagogical and pedagogic workers of Educational Rehabilitation Institution of Higher Education Kamyanets-Podilsky State Institute see the advantages of inclusive education for the life of young people with disabilities in the fact that:

- persons with special educational needs are included in the educational process on an equal basis with others;
- the educational process becomes more innovative and diverse. Education is built around the individual characteristics of each individual;
- the level of empathy develops, discrimination is significantly reduced;
- the self-esteem of the students of education increases, which affects their future employment, etc.

Intensification of the process of acquiring knowledge, requirements for quality and individualization of the process of acquiring education by different categories of students cause an urgent need to develop and implement a wide range of educational programs that allow everyone who wants to get exactly the education, at the time and in the place that is considered the most acceptable for it, regardless of gender, age, social background and abilities. Inclusive pedagogy, which is in a state of formation in Ukraine, is aimed at studying the role of education in this context. Inclusive pedagogy and psychology are the scientific basis of the organization of inclusive education. Inclusive education can rightly be considered a prototype of future education [1].

Optimizing the process of including yesterday's student in the system of intra-university relations is aimed at the application of the entire complex of technologies, where the concept of the team, which is based on the principles of system, complexity, and integration, plays a decisive role. Its target orientations are: the formation of personality, comprehensively and harmoniously developed personality, expansion of social activity, formation of responsibility, a holistic scientifically based picture, creation of friendly relations in the group of peers and with teachers, involvement of all participants in the educational process to universal human values – the world, man, family self, work, knowledge, culture, etc. [2, 3].

The problem of inclusive education in ERIHE KPSI is relevant today. Much attention is paid to this problem at various levels of the organization of the educational process, from independent learning of educational material to mastering disciplines under the guidance of a teacher. Adaptation and socialization of students into society should become the basis of the student's well-being in the educational society. The future of young people with disabilities directly depends on the knowledge and skills they acquire. Therefore, education in higher education institutions gives this category of people additional opportunities to acquire a profession, realize their potential and, as a result, significantly improve the quality of life. The success of socialization and adaptation of students with special educational needs (SEN) in conditions of higher education depends on a large number of factors. Such factors include the organization of the educational process, the psychological characteristics of the person itself, and even the peculiarities of the organization of

the socialization process at the university. The results of the study showed that the teachers of ERIHE KPSI believe that in order to improve the conditions of education of students with disabilities, it is necessary to provide HEI with educational and methodical materials adapted for students with disabilities, to find the possibility of material stimulation of teachers who teach such students, to improve the training of professors and teaching staff, develop the material and technical base, etc. The majority of students from SEN who study at ERIHE KPSI are active optimists and have high adaptability, which allows them to quickly adapt to the conditions of higher education.

The educational environment of higher education institutions is an important factor in the rehabilitation of students who have limited health opportunities. Among the most important factors contributing to the integration of disabled people into society, it should be mentioned the acquisition of professional education, in particular, in ERIHE KPSI. Ideally, the student environment is a factor that contributes to the self-realization of the personality of a student who has certain problems with physical health, changes its consciousness, gives an opportunity to feel like a full-fledged person, contributes to successful socialization not only in the student group, but also in the institute environment in general.

The result of creating an inclusive educational environment will be a significant reduction in the level of anxiety; facilitation of the process of adaptation of children with disabilities to educational programs, recognition of each child as a full-fledged participant (subject) of educational relations – this will be the main condition for the development and social adaptation of children with special educational needs.

For the full-fledged development of a student with special educational needs in society, it is necessary to create a special educational environment that represents the unity of all participants in the educational process, as well as the creation of a model of psychological assistance, support and provision in order to overcome the barriers that arise on the way to the development of the student of education [4, 5]. The central coordinating role of the implementation of this model belongs to the practical psychologist. It organizes the interaction of all specialists, provides help and support in the process of promoting young people at all stages of support: diagnostic, corrective, developmental.

Psychological support of the inclusive education of students in ERIHE KPSI is considered as a process that includes the strategy and tactics of a psychologist's professional activity, aimed at creating the most favorable conditions for the integration of children with special needs into the society of their normally developing peers. It should be aimed at mastering young people with special competencies that ensure the gradual formation in them of a system of social behavior skills, productive forms of communication with adults and peers, based on partner relationships.

In the conditions of an educational institution, students with SEN become the object of attention not only of scientific and pedagogical workers, medical workers and psychologists, but also of rehabilitation specialists, defectologists and other specialists. Therefore, the process of creating a complex system of psychophysiological, medical and socio-pedagogical support of persons with limited health opportunities in the conditions of inclusive education is underway.

5.2 INCLUSIVE CULTURE IN HIGHER EDUCATION INSTITUTIONS AND STUDENT-CENTERED LEARNING - IMPORTANCE IN THE FORMATION OF A FUTURE SPECIALIST AND REASONS FOR OBSTACLES TO IMPLEMENTATION

Inclusion as a special corporate culture is analyzed by pedagogues-practitioners who conclude the need to create an inclusive culture in the educational organization as a component of the general corporate culture. It is about a special system of relations between all subjects of the educational process (administration, employees, students of education, their parents, social partners and other stakeholders), which functions on the basis of values and principles of inclusion, which are accepted by everyone and allow effective interaction in conditions of diversity for fulfilling the mission of the educational institution [6].

Dissemination of information about the features, needs, and opportunities of persons with disabilities, as well as about the achievements of science and practice of their successful education, upbringing, and socialization is one of the main factors in the formation of an inclusive culture within the ERIHE KPSI. It is inclusive education that will provide students with special educational needs the same development opportunities as their healthy peers, necessary for maximum adaptation and full inclusion in society.

The creation of a positive inclusive culture of higher education institutions is determined by common values, views, traditions and norms of behavior for all members of the educational community. In order to build a system of "soft inclusive culture" in the educational institution, which is comfortable for all participants of the educational process, monitoring of the organization and content of the educational process is carried out.

The creation of an inclusive culture at the Kamianets-Podilskyi State Institute includes the formation of a tolerant attitude towards students; formation of skills to exchange the necessary information (know sign language, take into account the traditions of other nationalities when communicating, etc.); communication culture (having communication skills in different social environments, different life situations, with people who experience difficulties in communication, etc.).

Inclusive culture in a higher educational institution is a specific system of relationships between all participants of the educational process (management, teaching staff, students, partners of the institute community), which functions on the basis of the values and principles of inclusiveness accepted by all, which contribute to their effective interaction for the realization of the mission institution [7]. Within the framework of an inclusive culture, these values and principles have a decisive influence on the policy of higher education institutions and everyday educational practice. The development and improvement of a higher educational institution becomes a continuous process. The key values of the Educational and Rehabilitation Higher Education Institutions include education, personality development, individuality, uniqueness, success, purposefulness, equality, individual rights and freedoms, support, respect, empathy, friendship, etc. The listed values can be used as criteria for evaluating the inclusive activities of higher education institutions and for identifying the degree of readiness of all participants in the educational process.

A student-centered approach is important in the process of becoming a future specialist. The concept of student-centered learning involves the development of the student's competencies within the educational process, as well as its comprehensive, personal development. The conditions for using this approach in education necessitate the formation of a worldview in young people supported by moral values and humanistic ideas. Modern society needs specialists with creative thinking, based on innovative activity, self-education. For the purpose of globalization and internationalization in the educational sphere, connected with the increase of mobility of students, there is a need to implement student-centered learning in educational institutions, including in ERIHE KPSI.

Today, the implementation of student-centered training in the institute is only becoming more widespread, but there are reasons that prevent the implementation of such training: adaptation to the traditional educational process, the complexity of the transition of the teaching staff to innovative development, etc. The educational institution struggles with the listed difficulties, since student-centered learning is aimed at improving the quality and efficiency of education, which cannot be improved without the main element – the education seeker. Only student-centered learning can strengthen its responsibility and self-organization, after which the quality of educational activity increases.

It should be noted that for the implementation of student-centered learning, it is important to: use learning outcomes to form flexible learning trajectories, ensure students' participation in the design of the educational program, use portfolio models for assessment; use active learning methods; increase students' responsibility for their own learning by involving them in the development of programs [8, 9].

The evaluation of the knowledge, skills, and professional competencies of the applicants is carried out using a 100-point scale for all types of educational activities using the evaluation criteria of the components of the current control of educational activities. When setting the final grade, the attendance of classes, the level of activity in classes, the systematic performance and the level of independence of all types of tasks, the ability to correctly formulate a problem, and find answers to problem-searching questions are taken into account.

Students of the Educational and Rehabilitation Higher Education Institution have free access to the electronic databases of the institution's library, scientific and educational literature. In case of complaints from students, the work of the head of the library, the curator of the group is carried out. General management is provided by the vice-rector for academic work.

In order to improve professional skills, students undergo various types of practices provided for in the EPP. Places of internships correspond to the profile of the specialty. Student trainees are provided with the necessary instructional materials, diaries, etc. At the end of the practice, a report is drawn up.

ERIHE KPSI applicants have access to individual and group consultations by teachers, when writing course projects, bachelor's and master's theses, when preparing for the credit-examination session, they are provided with textbooks, study aids, including teachers of the institution, methodical recommendations, handouts, electronic manuals, access to online educational resources.

It is necessary to list the unconditional advantages of student-centered education at the Kamianets-Podilskyi State Institute, aimed at obtaining high-quality training of specialists in various fields, effective organization of the pedagogical process: students independently plan the choice of useful modules and interesting disciplines for them; the individual qualities of the student are taken into account in the process of educational activity; providing the opportunity to build a personal individual educational trajectory; refusal to study courses taken at school; analysis of one's own successes and achievements; increased student and teacher mobility; interdisciplinary approach; the possibility of studying selected disciplines in a short time. As a result, expectations for students are reduced to: increased responsibility for the acquired education; development of abilities for self-organization and self-control; setting clear learning goals, developing a learning strategy that includes classroom and extracurricular work; assessment of achievements within the educational process. The graduate should be a specialist, a professional with creative thinking, orientation to continuous self-development, self-organization, oriented to innovative activity.

5.3 INDIVIDUAL EDUCATIONAL TRAJECTORY - THE MAIN PRINCIPLE OF HEALTH PRESERVATION AND SOCIALIZATION OF STUDENTS WITH SEN IN EDUCATIONAL REHABILITATION INSTITUTION OF HIGHER EDUCATION KAMYANETS-PODILSKY STATE INSTITUTE

The possibility of successful adaptation of students with limited health opportunities to the realities of the educational process of higher education institutions is determined by various factors: individual characteristics, age, connections with the environment, health, etc. The change in relationships, value orientations and attitudes causes psychosocial tension in students. In the process of adaptation, difficulties arise that students with disabilities cannot overcome on their own. These problems are caused by their state of health, age crises, individual and psychological characteristics, intra-personal and interpersonal conflicts, insufficient adaptive abilities, peculiarities of family and social upbringing, unwillingness to communicate with healthy peers, etc. [10, 11].

It is established that the construction of an individual educational trajectory of the activities of students with disabilities at Educational Rehabilitation Institution of Higher Education Kamyanets-Podilsky State Institute can be carried out subject to the following organizational and pedagogical conditions:

- changing the initial principles of organization and management of the educational process based on taking into account the state of health and adaptation capabilities of the body and measures of physical activity availability for each category of students;
- continuous improvement of teachers' qualifications by means of mastering special knowledge, methods and modern technologies of inclusion of students with health problems in the educational space of the university;
- pedagogical support for the development of cognitive needs and motivation of students with health problems;

- formation of value orientations in the educational process;
- organization of continuous monitoring of the effectiveness of students' educational activities.

The orientation of the educational process to the selected organizational and pedagogical conditions makes it possible to more effectively guide the individualization of the activities of students with limited health opportunities.

Modern pedagogical technologies used in the educational institution are based on the principles of preserving the health of the younger generation. Motives for saving and improving health are: self-preservation, self-improvement, social maneuverability, achieving maximum comfort, subordination to ethno-cultural requirements, which are included in the process of socialization. As it is known, socialization is a process during which a person learns cultural norms and social roles. Entering society, becoming a person as a social being within the framework of the educational process is carried out, in particular, through the creation of an individual educational trajectory, which is especially important for young people with limited health opportunities.

Individualization of education was studied by many scientists and teachers of different eras and peoples. In case of quantitative growth of information, informatization of educational process, individual approach to education, development of individual educational trajectories become especially relevant. Currently, we are increasingly faced with the problem of individualization of learning in pedagogical activities, taking into account the individual capabilities and abilities of students. Training a qualified specialist, in our opinion, is impossible only through traditional forms of education. The individual trajectory of education makes it possible to ensure high-quality training of specialists, but it is impossible to realize an individual trajectory for everyone who studies in the conditions of an educational institution. Let's believe that in this case, the combination of traditional forms of education with an individual trajectory is the most optimal option.

The transition to an individual trajectory within the framework of student-centered education is carried out by following the following recommendations: in ERIHE KPSI it is advisable to use a system of credit units capable of providing favorable conditions for students to master the curriculum; the teacher must occupy the position of a tutor who performs the functions of a mentor who evaluates the individual achievements of the student; to use an open evaluation system in the educational institution, which allows students to choose their own evaluation criteria; students, with the help of a mentor, can independently create an individual study plan, with the possibility of timely adjustments; strict adherence to standard instructions, which contributes to improving the quality of the educational process; observance of mutual control of teachers and students.

A special psychologist participates in the development of an individual educational trajectory for students with disabilities, which takes into account both their individual characteristics and the specifics of educational programs, content and learning technologies according to the selected training profile. It must participate in the complex medical, psychological and pedagogical support of the educational activities of the student with special educational needs and its life in the higher education institution. The role of a special psychologist may include the positions of a tutor, consultant, mediator, which helps in adaptation to the educational process, establishing

interaction with teachers, and facilitating entry into the student body. All components of psychological support – individual and group consultations (for the student with a disability and those who interact with it), trainings for the formation of skills and abilities, corrective classes, projective work on the creation of didactic and methodological support for the educational process are in demand and can be learned a student in the process of practical work.

An important condition for the education of students with disabilities is the use of distance learning and electronic educational technologies at all stages of higher education. These technologies allow students to remotely interact with teachers and educational resources, participate in student online conferences, various trainings and competitions, work in the electronic library of the Higher Education Institution, and communicate with each other while staying in their residence or other places. A significant advantage of the educational process is the right and opportunity to obtain an education according to an individual study schedule and adjust one's own educational trajectory accordingly.

Socio-psychological support of persons with disabilities in the educational environment is a component of the practice of inclusion, which involves a systematic approach to the organization of psychological and pedagogical work with students, their families, as well as with teachers and school administration. Since inclusion is a process that encompasses all participants in the educational process, all members of the educational organization, the focus of psychosocial support should include support for everyone, including the organization and development of self-help and mutual-help relationships. Such mutual care, participation in life and solving each other's problems strengthens the social and human capital of organizations, helps them more effectively and productively cope with the difficulties of life in an educational institution and in other situations [11].

Active members of the support team are parents who work together with the teaching staff to organize, implement and monitor the individual educational trajectory of the student. Only the team work of the system "teacher – parents – the student body – the applicant itself" will ensure its successful and effective solution.

It should be noted that the creation of an inclusive environment of a higher education institution is a complex, time-consuming, multifaceted process, which includes not only changes in the architectural design of buildings, provision of technical means, but, first of all, the training of scientific and pedagogical workers capable of working with students with disabilities and being able to use multifaceted forms and methods of work for the formation of the individual trajectory of an education seeker.

One of the most important tasks of the strategy for the development of inclusive education at ERIHE KPSI is the training of relevant specialists in inclusive education. In February 2023 the department of inclusive education, rehabilitation and humanitarian sciences was separated in its structure. One of its scientific areas of research is the development of issues of inclusive education in higher education. The work is conducted both in the research direction and in the direction of personnel training for inclusive education practice. In particular, the recruitment of applicants for the specialty 011 Educational, pedagogical sciences (EPP "Inclusive education. Teacher's assistant") is planned.

Let's consider the activity of a teacher's assistant in the context of teamwork, the effectiveness of which will largely be determined by the nature of its cooperation with the class teacher, especially the strict division of responsibilities between them. As Ukrainian educational practice shows, students need the constant presence and help of a teacher's assistant. With this in mind, the professional training of a teacher's assistant is important not only for the development of a child with SEN, but also for all students. Its presence in the classroom will primarily affect the socialization of persons with special educational needs, improving the microclimate in the classroom.

Thus, the introduction of inclusive education into the system of ERIHE KPSI is a long-term strategy, a systematic approach to the organization of the educational process, in which various subjects participate: students with disabilities; their parents, guardians and legal representatives; administration and teachers of educational institutions, stakeholders, medical institutions, social protection bodies, etc. The actions of all subjects are based on interaction, cooperation, mutual understanding, which will ultimately contribute to improving the quality and efficiency of the educational process.

On the basis of ERIHE KPSI, there is a professional development program for teachers and employees in inclusive education. The program "Problems and achievements of inclusive education in higher education institutions" is designed for 120 hours and will be implemented within a month. Its goal is the formation of professional competences of teachers and employees on the admission and training of students with disabilities and special needs, the development of an inclusive culture in the organization of higher education. As part of the program, course participants should master such topics as:

- regulatory and legal provision of inclusive education in higher education institutions;
- special conditions for inclusive education of persons with SEN in secondary schools;
- educational and methodological provision of higher inclusive education;
- psychological features of persons with SEN in secondary schools;
- an accessible environment for persons with SEN in higher education institutions;
- special educational needs of students with sensory and motor impairments;
- digital services in inclusive higher education.

As experience shows, such programs are in great demand in educational institutions and have generated genuine and sustained interest since 2017.

A special role in the formation of an individual educational trajectory is played by employers who, in modern economic conditions, make high demands on employees: the presence of a high level of education and qualifications, professional experience, mobility. These requirements are the least suitable for people with SEN, thus relegating them to the labor force category that is not in demand in the labor market. At the same time, the system of material support for the disabled in the form of pensions and social benefits is not able to satisfy the basic needs of the disabled, encouraging them to find employment. Moreover, employment of the disabled is the main component of effective rehabilitation and integration into society. At the current stage of development of the domestic economy, the need to develop a model for ensuring the availability of professional

education of various levels for persons with disabilities as the most important element of their integration into society is brewing.

For a better understanding of the current situation with the specialties that applicants wish to study at Kamianets-Podilskyi State Institute, let's present a comparative analysis of the number of applications in **Table 5.1**.

● **Table 5.1** Analysis of applications for licensed specialties of Kamianets-Podilskyi State Institute, number of submitted applications

Years	051 Economy	053 Psychology	071 Accounting and taxation	072 Finance, banking and insurance	231 Social work
2020	33	74	70	64	33
2021	46	42	42	40	49
2022	66	89	49	61	71
Total	145	205	161	165	153

The leading specialty in terms of submitted applications among licensed specialties is 053 Psychology. The total number of submitted applications for 3 years was 205.

The main guarantee of a developing society is the employment of the population. Employers and employment centers believe that the general situation on the labor market is more favorable for employers than for job seekers.

The most popular methods of finding employees are:

- search by recommendations/through personal connections;
- cooperation with educational institutions;
- placing ads on the Internet;
- placement of advertisements in the press;
- applications to employment centers.

As a practical approach shows, most employers use a combined method of finding employees. In order to improve the communication situation between employers and future employees, we as an institution of higher education conducted a survey with recommendations for job seekers to better understand the needs of employers.

A number of questions were asked, including:

Which of the following factors, in your opinion, have the greatest influence on the efficiency of a specialist's professional activity and its career growth?

It is possible to note that focus on the result with recall (44 %) is a key indicator in the opinion of employers. The ability to work in a team, a team with an indicator of 32 % is the second most important, and the third is strategic thinking (12 %). The fourth, respectively, is the level of basic (professional) knowledge and skills (10 %) and mastery of information and communication technologies (2 %).

In response to the question "*How satisfied are you with the level of professional training of graduates?*" Survey participants rated it 7 out of 10.

In the survey, employers believe that the most important competencies, in their opinion, are the ability to work in a team, professional competencies, flexible skills as a responsibility, knowledge of a foreign language, desire for learning and professional development.

When assessing skills and abilities, employers noted the following: erudition, general culture, sociability (42 %), focus on the final result (24 %), the level of basic (professional) knowledge and skills (12 %), the level of general theoretical training (10 %), focus on career growth and professional development (8 %), the ability to effectively present oneself and the results of one's work (4 %).

Most of the respondents answered that it is desirable for their employees to have a diploma of higher education.

In the process of working with young specialists, employers note the presence of the following problems: inflated salary and career expectations (51 %), low level of soft individual skills development (32 %), low level of specific professional competencies (10 %) and lack of desire to develop (8 %).

In the opinion of employers, the most effective ways of cooperation with ERIHE KPSI will be regular referrals for internships, student internships, and participation in institute events.

For better clarity, let's present data on a survey among graduates of ERIHE KPSI, who were employed (**Tables 5.2, 5.3**).

● **Table 5.2** Graduation of students according to majors of ERIHE Kamyanets-Podilskyi State Institute

Years	Specialties							
	051	Of them with disabilities	053	Of them with disabilities	071	Of them with disabilities	231	Of them with disabilities
2020	–	–	–	–	52	30	–	–
2021	13	10	30	17	30	18	36	31
2022	1	–	42	13	8	6	2	–
Total	14	10	72	30	90	54	38	31

● **Table 5.3** Analysis of the future fate of graduates of ERIHE Kamianets-Podilskyi State Institute

Years	Of them				
	Employment	In the Armed Forces	Continued studies	Maternity leave	Other
2020	22	1	10	–	19
2021	31	2	25	3	48
2022	7	1	11	1	33

Let's present a similar survey among employed graduates of ERIHE Kamianets-Podilskyi State Institute:

What are the most effective job search methods for employment?

Among the respondents, the most popular method of finding employment is searching through acquaintances and relatives (55 %), posting your data on specialized job search sites and posting your data on Internet networks (22 %). The next most efficient method is the direct application to the employer (12 %) and application to the employment center (10 %). Other methods of job search (6 %).

To what extent does studying at ERIHE Kamianets-Podilskyi State Institute contribute to further employment?

Among the interviewed graduates, 65 % answered "enough", 25 % were completely satisfied with the level of knowledge they received. Those who tried to obtain the necessary knowledge on their own accounted for 11 %, and others accounted for 9 %.

In general, our graduates positively assessed the educational competences they mastered during their studies at ERIHE KPSI. There are 74% positive reviews.

Another indicator that characterizes the activity of a higher education institution is the indicators of continuation of further education. This percentage was 45 % of the total number of graduates.

In response to the question "*Do graduates work by profession?*" – 25 % answered "yes".

The following were identified as the main difficulties in the job search process:

1. Lack of work experience (56 %).
2. Insufficient level of professional training (25 %).
3. They found a job easily (15 %).
4. Other (4 %).

In the process of employment, our graduates identified the following factors that are important for their employment, in particular:

1. Adequacy of professional training.
2. Availability of soft skills (Soft skills).
3. Knowledge of a foreign language.

In response to the question "*What exactly were the factors that motivated you to get a job?*" the following were highlighted:

1. High wages (53 %).
2. Career growth (23 %).
3. Company brand (10 %).
4. Image of the employer (7 %).
5. Motivation system (4 %).
6. Convenient work schedule 3 %.

The analyzed data show that the majority of graduates positively evaluate the educational competencies they acquired at the institution of higher education, but less than half plan to continue their studies. Also, only a quarter of graduates work in their field.

One of the main difficulties for graduates is the lack of work experience, which can be solved by gaining practical experience at internships or work in a related field. An insufficient level of professional training can also become an obstacle to obtaining a job in a specialty, but this can be corrected with the help of advanced training or additional education.

A significant number of graduates (15 %) easily found a job, which can testify to the success of the higher education institution in preparing graduates for the labor market. However, it should be noted that we do not have enough detailed information about how these works were found.

Graduates prefer not only the necessary professional knowledge, but also soft skills, such as communication, leadership qualities and cooperation in a team. Knowledge of foreign languages is also an important component of employment, which allows to work in an international environment and occupy positions with higher wages.

From this list, three main factors that encourage graduates to find employment stand out:

- high salary;
- career growth;
- company brand.

A high salary is the main motive for the employment of graduates and is very important for their economic independence and standard of living.

Career growth is also important for many graduates, as it allows them to develop professionally, acquire new knowledge and skills, and occupy higher positions.

A company's brand reflects its reputation and attitude towards employees, which can be an important factor for graduates who want to work for well-known and successful companies.

The presence of soft skills and knowledge of a foreign language can be singled out as important factors for the employment of graduates.

These skills allow to work in an international environment, communicate with colleagues and clients from different countries and develop as a professional.

The motivation system and convenient work schedule are less important factors, but can still influence the decision to work for a particular company. Therefore, it is important to have sufficient professional training and develop soft skills, as well as to be conscious of choosing an employer, in particular, taking into account the possibility of earning and career growth.

From this it can be concluded that studying at the ERIHE Kamianets-Podilskyi State Institute is effective enough for further employment, but still there are certain groups of students who try to acquire the necessary knowledge on their own, which may indicate that some students believe that studying at the institute does not fully provide them with all the necessary skills and knowledge. Therefore, perhaps it is important to pay more attention to the development of practical skills and soft skills that students can use in work and in the employment process. Also, it is necessary to consider the possibility of including in the educational process courses on preparation for employment and cooperation with employers to ensure real practical conditions of experience and internships.

5.4 DISCUSSION OF THE RESULTS OF SECTION 5

The implementation of inclusive education in higher education institutions, the understanding by scientific and pedagogical staff of approaches to the organization of learning and life that provide equal opportunities and inclusion for all people, the possession of knowledge about inclusive culture, a student-centered approach and an individual educational trajectory contribute to personality development and successful employment. The application of these aspects to create a favorable environment, development and self-realization of students, as well as to increase the effectiveness of training and development of employees can help in the development and implementation of individual educational trajectories in order to provide each student with the best conditions for success, because the main goal of the Educational and Rehabilitation Institution of Higher Education of education – to help develop an inclusive culture and create a favorable environment for the development and self-realization of students and employees.

An inclusive culture is an approach to organizing society in which everyone has the opportunity to participate in life and access all resources without discrimination. This involves creating a favorable environment for the development and inclusion of all people, regardless of their nationality, ethnicity, age, gender, orientation, health, religion, etc.

A student-centered approach is a method of organizing education, when the educational process is focused on the needs and interests of students. This makes it possible to create a favorable environment for the development and self-realization of students, providing them with the opportunity to participate in the learning process and take an active part in the development of their educational trajectory.

An individual educational trajectory is a personal study program developed for each student individually, taking into account its needs and interests. This allows students to receive education at the pace and at the level they consider most effective for their development.

In general, these three statements are related to approaches to the organization of learning and life that ensure equal opportunities and inclusion for all people. They put human needs and interests at the center of attention and enable everyone to fulfill their potential and achieve success in their personal and professional lives.

The level of professional knowledge and skills is also important for effective professional activity and career growth. This includes understanding the fundamentals of your profession, knowing the technologies and tools used in your industry, and knowing the latest trends and technologies that are relevant in your profession.

Proficiency in information and communication technologies is increasingly important for effective professional performance as technology becomes more and more integrated into all areas of life and business.

Given the above-mentioned requirements of employers, the desire to have a diploma of higher education in their employees can be explained by the fact that it indicates the availability of basic knowledge and skills, as well as general theoretical training of the candidate.

However, it is important to remember that skills and practical experience are also very important to most employers, so the requirements for employees may differ depending on the specific position and company.

The above data confirm that regular referrals for practice, internships and participation in institute events are effective ways of cooperation with ERIHE Kamianets-Podilskyi State Institute, as they help students gain practical experience and develop as specialists. In addition, these methods can help reduce the problem of inflated salary and career expectations, as students will have a more realistic view of their options after graduation.

According to the results of the survey of graduates of the ERIHE Kamianets-Podilskyi State Institute, the following conclusions can be drawn:

1. The majority of graduates positively evaluates the acquired educational competences at the institution, which indicates the effectiveness of the educational process.
2. The share of graduates who plan to continue their studies is less than half, which may be due to various factors, such as the desire to enter other institutions, insufficient motivation, etc.
3. Only a quarter of graduates work in their profession, which may indicate a lack of practical skills among graduates, or an insufficient number of jobs on the labor market.
4. The main difficulties in the process of finding a job for graduates are the lack of work experience and an insufficient level of professional training, which may be related to insufficient practice during the training process or the low level of qualifications of graduates.

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6

THE ROLE OF THE SOCIAL NETWORK IN THE LIFE OF STUDENTS AND ITS IMPACT ON THE PEDAGOGICAL PROCESS: ANALYSIS ON THE EXAMPLE OF EDUCATIONAL REHABILITATION INSTITUTION OF HIGHER EDUCATION KAMYANETS-PODILSKY STATE INSTITUTE

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ABSTRACT

The connection between social media and education is becoming more direct and obvious every year. The consequences of the use of social networks in the lives of students and in the pedagogical process have not yet been fully explored. This research work aims to study the role of the social network in the life of students and its impact on the pedagogical process. The research methodology is based on surveying students in order to find out various aspects of their interaction with social networks, including time spent on them, types of use, motivations and impact on learning. In addition, an analysis of literary sources and research is conducted to obtain a more complete picture of the role of social networks in the pedagogical process. It is expected that the results of the study will help to understand how the use of social networks affects learning and the pedagogical process, and will provide a basis for further research in this area.

KEYWORDS

Social networks, students, learning, pedagogical process, communication, information technologies, influence, effectiveness, educational achievements, personal development.

6.1 INTRODUCTION

The aim of the study is to establish the relationship between the use of social networks by students and their educational achievements, as well as to determine the role of social networks in the pedagogical process. The study aims to examine various aspects of students' interaction with social networks, such as time spent on them, types of use, motivations and impact on learning. In addition, the research aims to find out how social networks can be used in the pedagogical process to improve the quality of learning and promote student development.

The relevance of the research lies in the fact that modern technologies have a significant impact on the development of education. Social networks have become one of the most popular means of communication and obtaining information among students. At the same time, their use can have both positive and negative consequences. Therefore, it is important to study the role of the social network in the life of students and its influence on the pedagogical process. The research

can help identify and understand the features of the use of social networks by students, find out how they affect learning and the pedagogical process, and also identify the possibilities of using social networks in the pedagogical process. The results of the study can be useful for educators, researchers and students who want to improve their educational achievements and understand the impact of social networks on learning and personality development.

In today's world, social networks have become a necessary part of people's lives. They have turned into a place where people communicate, share their thoughts, ideas, impressions and experiences. Social networks have also become a necessary element of students' lives. These technologies have become an integral part of their social, cultural and educational environment.

Nowadays, social networks occupy a large part of students' free time, but at the same time they can have both positive and negative effects on their lives and studies. Communication in social networks can enrich a student's outlook, contribute to the development of its social and communication skills. However, on the other hand, excessive use of social networks can lead to a distraction from learning and a decrease in educational achievement.

Since social networks are still developing, and their impact on the life and learning of students is not sufficiently studied, there is a need to conduct research on the role of social networks in the lives of students and its impact on the pedagogical process. As a result of such a study, it will be possible to understand how social networks affect the educational achievements of students, their personal development and relationships with teachers.

The first social networks began to appear in the 1990s, when access to the Internet became available to more users. One of the first social networks was Classmates.com, which was created in 1995 to help former classmates find each other online. Then in 2002, the social network Friendster appeared, which was focused on dating and communication between people from different countries of the world.

In 2004, Facebook was founded by Mark Zuckerberg, who created this social network at the beginning of its studies at Harvard University in order to communicate with its fellow students. Gradually, Facebook became one of the largest social networks in the world, with more than 2.9 billion active users at the beginning of 2021.

In general, social networks were created to help people communicate, meet and share information online. Over time, they have become an integral part of the lives of many people, especially young people, and affect various spheres of life, including the pedagogical process [1].

6.2 RESEARCH ON THE USE OF SOCIAL NETWORKS IN EDUCATION AND THEIR IMPACT ON STUDENTS AND THE PEDAGOGICAL PROCESS: A REVIEW OF THE LITERATURE

One prominent researcher in this area is Jeannette Tweng [2], who has worked extensively on the study of the impact of social media on the mental health and well-being of students. The second researcher who worked in this area is Lauren Shook [3], who investigated the impact of social

networks on the academic performance of students. However, there are many other researchers who also studied this issue.

Example:

- Rachel Cohen – she investigated the relationship between the use of social networks and self-esteem of students;
- Sherry Turkle – she studied the impact of social networks on interpersonal relations and social communication of students;
- Jeffrey Halpern – he focused on the study of the impact of social networks on the professional development of students and on preparation for future careers;
- Nicole Ellison – she researched the impact of social networks on educational achievements and academic performance of students;
- Michelle Wehberg – she investigated the impact of social networks on students' attitudes towards learning and their motivation;
- Julia Wood – she focused on studying the relationship between the use of social networks and students' self-esteem;
- Catherine Fried – she investigated the impact of social networks on educational achievements and the development of students' critical thinking;
- Michael Hart – he focused on studying the use of social media for learning and increasing students' motivation to learn.

Each of these researchers made a significant contribution to the study of the role of social networks in the lives of students and their impact on the pedagogical process.

Their research has helped to enrich our understanding of how social networks affect students and how the use of social networks can be made more productive and useful for learning and education [4].

Ukrainian researchers also studied the role of social networks in the lives of students and their influence on the pedagogical process.

Example:

- Larisa Bugaichuk – she investigated the use of social networks in the pedagogical process and their impact on the educational results of students;
- Olena Gilevska – she studied the use of social networks as a means of supporting the educational and methodological activities of teachers;
- Iryna Ivanyuk – she studied the impact of social networks on the formation of students' information culture;
- Yuliya Lapinska – she focused on the study of the use of social networks in the educational process and their impact on the development of students' professional competence.

Ukrainian researchers also made a significant contribution to the study of the role of social networks in the lives of students and their impact on the pedagogical process. Their research helps to better understand the use of social networks in the educational process and to develop effective approaches to their use [5].

6.3 RESULTS OF THE STUDY OF THE POPULARITY OF SOCIAL NETWORKS AMONG STUDENTS

Nowadays, students use different social networks depending on their preferences and needs. Some of the most popular social networks among students include [6–9]:

- *Facebook* is one of the largest social networks used by people all over the world. Students use this network to find new friends, connect with old friends, receive information about events and announcements;

- *Instagram* is a popular photo and video social network where students can share their pictures and information about their lives;

- *Twitter* – this social network allows users to create short messages containing no more than 280 characters. Students use Twitter to receive news and information about events and to communicate with other users;

- *LinkedIn* – this social network is aimed at professional contacts and career development. Students use LinkedIn to find jobs, network with industry professionals, and interact with businesses and organizations;

- *TikTok* is a fairly new social network that has become popular among young people. It is aimed at creating short videos where students can demonstrate their talents and skills.

The popularity rating of social networks may vary depending on the country, region and age category of users.

However, according to data for 2022, the most popular social networks in the world belong to the following companies:

- Facebook;
- YouTube;
- WhatsApp;
- Instagram;
- TikTok;
- WeChat;
- Sina Weibo;
- Reddit;
- Pinterest;
- Snapchat.

Each country and region may have its own popularity rating, and users of different age groups may use certain networks more, for example, younger users may be more interested in TikTok or Snapchat, while older users may use Facebook or LinkedIn more.

Here are the results of the survey "what social networks do you use" (**Fig. 6.1**).

From the graph, it is possible to see that students actively use social networks, but they prefer Facebook, YouTube, WhatsApp, Instagram, TikTok, and there were 5 more users who use Snapchat. Other social networks, such as: WeChat, Sina Weibo, Reddit, Pinterest are not popular among the surveyed students.

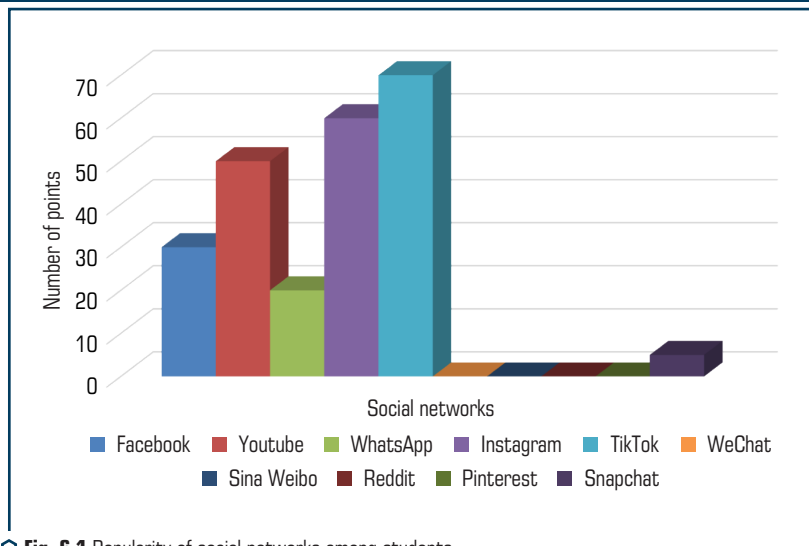


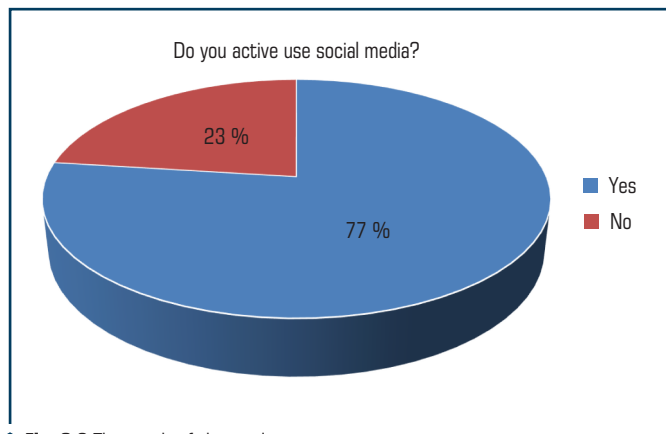
Fig. 6.1 Popularity of social networks among students

Each country and region may have its own popularity rating, and users of different age groups may use certain networks more, for example, younger users may be more interested in TikTok or Snapchat, while older users may use Facebook or LinkedIn more.

A questionnaire was also conducted:

1. Do you use social media to get information about your learning assignments and projects?
2. Do social networks help you find materials for educational tasks?
3. Do you use social networks to communicate with your classmates and teachers about educational issues?
4. Do you use social networks to communicate with your classmates and teachers about non-academic matters?
5. Do you find useful information in social networks that increases your knowledge and expands your opportunities?
6. Do you use social networks to communicate with colleagues from other higher education institutions and countries regarding educational issues and projects?
7. Do you use social networks to communicate with your colleagues from other universities and countries regarding non-academic matters?
8. Do you think that social networks can affect your learning and personal development?
9. Do you think that the use of social networks can be a distraction from educational tasks?
10. Do you think that social networks can have a positive effect on the learning process and communication with colleagues and teachers?

As it is possible to see in **Fig. 6.2**, the result of the survey is the active use of social networks by students of the ERIHE Kamyanets-Podilskyi State Institute. They use them both for communication and for self-development and work. Social networks have become an integral part of students' lives.



○ **Fig. 6.2** The result of the student survey

6.4 ANALYSIS OF THE ADVANTAGES AND DISADVANTAGES OF USING SOCIAL NETWORKS IN THE EDUCATIONAL PROCESS

Advantages of using social networks in the educational process:

1. Providing access to a large amount of information. Social media can be useful for students looking for additional information for their research, homework or projects.
2. Convenience of communication between students and teachers. Social networks provide an opportunity for participants of the educational process to communicate with each other, regardless of time and geographical limitations.
3. Creating favorable conditions for the development of students' social competence. The use of social networks can contribute to the education of students in the skills of interaction with other people and the development of their social competence.
4. Development of critical thinking and information literacy. Thanks to the use of social networks, students can learn to critically evaluate information and its sources, develop skills in searching and analyzing information.

Disadvantages of using social networks in the educational process:

1. Risk of abuse. Social media can be addictive, which can negatively affect students' learning and health.

2. Risk of distraction from studies. The use of social networks can cause students to be distracted from their studies, especially if they use social networks during classes.

3. Risk of conflicts. The use of social networks can lead to conflicts between students who may spread false information or react poorly to the opinions of other users.

4. Data privacy and security issues. Social networks may use user data for advertising purposes or transfer it to third parties, which may violate the privacy of student data.

5. Danger of involvement in dangerous situations. Social media can be used by criminals to involve students in dangerous situations such as cyberbullying, fraud or abuse.

So, the use of social networks in the educational process has its advantages and disadvantages. To make your use of social networks more effective and safer, it is important to use them with caution and be aware of the risks they may have. In addition, it is necessary to use social networks within the limits of the rules established by the educational institution, and to teach students about the healthy and safe use of these tools [10, 11].

6.5 STUDYING THE POSITIVE IMPACT OF SOCIAL NETWORKS ON STUDENTS' LEARNING, COMMUNICATION, SELF-EXPRESSION AND SELF-DEVELOPMENT

In addition, the positive impact of social networks on learning can be manifested in increasing students' motivation to study the material, increasing the level of self-discipline, developing critical thinking and independence in the educational process. Also, social networks can be used as a means for communication and cooperation between students, which allows creating communities for sharing knowledge and experience, solving joint tasks and projects. The use of social media also allows students to communicate with teachers and receive additional support and advice outside of the classroom or classroom. Other possibilities of using social networks in the educational process include supporting the process of self-expression and self-development, for example, by creating blogs or video blogs with the presentation of one's own experience and knowledge, as well as using social networks to develop intercultural competence and increase the level of international cooperation [12].

In general, the use of social networks in the educational process can provide students with access to a large amount of information, help in the preservation and organization of knowledge and skills, and provide more effective communication and collaboration between students and teachers.

Social media can have some positive effects on learning, especially when used appropriately.

Example:

1. Convenient access to information. Social networks can be a useful source of information for students. They can quickly find answers to their questions or access resources to help them better understand the course material.

2. Possibility of discussion of materials. Social networks give students the opportunity to discuss learning material with other students or even teachers. This can contribute to a better understanding of the material and preparation for exams.

3. A convenient way to communicate with teachers and colleagues. Students can use social media to connect with teachers and other students outside of the classroom. This can help them get extra study help or find out more about course requirements.

4. Increasing motivation to study. Social media can be a useful tool to increase students' motivation to study. They can use social media to learn about the successes of their colleagues and motivate themselves to achieve higher results.

5. Development of digital literacy skills. The use of social networks in the educational process can contribute to the development of digital literacy skills in students. They can learn how to use social media to build digital competence.

Social networks have a significant positive impact on the communication of people, including students. Here are some of the benefits of social networks in communication:

1. Increasing social circle: social networks allow people to connect with other people from all over the world rather than being limited to their place of residence or institution. This allows students to meet new people with diverse backgrounds and interests.

2. Convenience of communication: social networks provide the convenience of communication, in particular through the ability to communicate online at a time convenient for the user. This allows students to communicate with colleagues and teachers without the need to meet in person.

3. Communities and groups: social networks allow you to create communities and groups where students can communicate and share information. For example, students can create groups to discuss specific courses or projects.

4. Improving communication skills: using social media can help students improve their communication skills, such as written and visual communication. Thanks to social networks, students can learn to express themselves and express their thoughts.

5. Support: social media can be a source of support for students. For example, they can ask for help in solving problems, ask for advice.

Thus, social networks have a significant positive impact on students' communication, providing them with access to a wide range of people, increasing the level of social support, contributing to the formation of the ability to communicate in an electronic format and providing the opportunity to learn communication skills. However, it is important to maintain a balance between the use of social networks and other forms of communication, in particular, personal communication and communication within the educational process.

Social networks also have a positive effect on student self-expression. They provide an opportunity to express one's own thoughts, ideas and feelings, which may remain unexpressed in other situations. Social networks allow students to share their creative achievements, such as drawings, photos, songs, etc., with their friends and a wider audience [13].

In addition, social networks give students the opportunity to get acquainted with world trends, cultural and social events that can affect their interests and worldview. Thanks to social networks, students can discover new ideas, meet people from different countries and cultures, and enrich their worldview.

Thus, social networks provide an opportunity for self-expression and self-realization for students, helping them discover new opportunities and develop their talents and interests.

Social networks can have a significant positive impact on the self-development of students. Thanks to the availability of a large amount of information on various topics, students can independently study new materials, research world trends and gain new knowledge, which develops their critical thinking and contributes to personal growth.

Also, social networks can be a useful tool for developing self-organization and planning skills. Students can create their schedules, notes, and save materials for further work in online services, which saves time and resources [14].

In addition, social networks can be a platform to interact with the world and other people. Students can share their thoughts, ideas and experiences with other users from different parts of the world, which enriches their perception of the world and makes them feel part of a global community.

Thus, social networks can be a useful tool for students' self-development, allowing them to develop self-organization skills, gain new knowledge, and communicate with the world.

6.6 STUDY OF THE NEGATIVE IMPACT OF SOCIAL NETWORKS ON EDUCATION, HEALTH, EMOTIONAL STATE AND SOCIAL BEHAVIOR OF STUDENTS

The negative impact of social networks on students is also the subject of many studies. The main areas of research are the study of the impact of social networks on education, health, emotional state and social behavior of students. One of the main negative effects of social networks on student learning is distraction. Social media can become a source of entertainment that takes students' attention away from studies, which can lead to poor academic performance. In addition, using social media while studying can affect memory and concentration.

In terms of health, some studies show that long-term use of social media can lead to an increased risk of depression, anxiety and insomnia. In addition, poor vision and posture can be associated with long periods of time in front of a computer or smartphone screen.

Regarding the emotional state, social media can lead to feelings of failure and dissatisfaction with one's life compared to the lives of other social media users. This can lead to low self-esteem and feelings of anxiety.

In terms of social behavior, social media can lead to fewer face-to-face meetings and interactions in real life. This can lead to a reduced opportunity to develop social skills and connections.

Social media can have a negative impact on student learning. The most common problems are distraction from learning and reduced productivity. Students may spend too much time on social media, forgetting to do homework or prepare for classes. This can lead to lower grades and poorer academic performance. Also, social networks can cause the spread of inaccurate information, which can affect the quality of education and knowledge of students. For example, students may use inaccurate information in their papers, which may result in a low grade or even expulsion.

In addition, social media can lead to decreased concentration and memory impairment. Frequent interruptions of learning to check social networks can lead to a decrease in the effectiveness of memorizing the material, as well as to a violation of the process of concentration during classes [15].

Also, social networks can contribute to the rapid spread of fears and negative emotions among students. For example, news about global problems, conflicts and crises can cause fear and anxiety among students, which can affect their emotional state and concentration in studies.

There are several negative aspects of the use of social networks on the health of students:

1. *Physical health*: many students spend a lot of time in front of the screens of their devices, which can lead to vision problems, headaches, sunburns and other physical problems.

2. *Mental health*: using social media can cause stress, anxiety and depression. This can be related to the fear of not having support and like-minded people in the social network, comparing yourself to others and fear of missing something important.

3. *Addiction*: using social media can lead to Internet addiction, which can affect physical and mental health. Many students may spend a lot of time on social media instead of being physically active, connecting with friends and family, or doing other worthwhile activities.

4. *Identity theft*: using social media can lead to identity theft, which can be harmful to health. If a student's data becomes available to third parties, it can lead to the theft of personal identifiers, financial data and other sensitive data.

Therefore, the use of social networks can have a negative impact on the health of students if they spend too much time on these networks and do not follow a rational strategy for their use.

Social networks can have a negative impact on the emotional state of students. Depending on how users use social media, they may be prone to emotional imbalances, depression, and anxiety.

For example, frequent use of social networks can lead to feelings of loneliness, alienation and dissatisfaction with one's life. This may be due to the fact that users often compare their lives with the lives of other users who may only show the best moments of their lives on social networks.

In addition, social media abuse can also lead to stress and anxiety. For example, users may feel compelled to respond to messages, update their profile, or follow the news. This can lead to overload, feeling unable to manage your time and divide it between study and rest.

The negative effects of social media on the emotional state of students may also be related to negative relationships with other users, such as cyberbullying, cybercrime, and online anger. This can lead to feelings of fear, anxiety and depression.

Social networks can have a negative impact on students' social behavior, especially on their relationships with peers and loved ones. Some possible effects of social media use on student social behavior include:

1. *Decreased empathy*: some studies show that using social media can decrease the level of empathy in students. This may be due to the fact that social networks provide the opportunity to interact with other people using electronic devices, which does not provide an opportunity to develop emotional interaction skills in real life.

2. *Isolation*: using social media can cause students to become distant from their friends and loved ones. Because social networks provide a convenient way to communicate, students may forget the importance of personal interaction with other people. This can contribute to feelings of loneliness and isolation.

3. *Harmful effects on relationships*: the use of social media can also affect students' relationships with their peers. There are often pages on social networks that post offensive comments, images or videos that can cause conflict and discord between students.

4. *Addiction to social media*: Using social media can lead to addiction, especially when used excessively.

5. *Resistance to healthy behaviors*: social media use can also lead to resistance to healthy behaviors. For example, people may start smoking or drink alcohol because of social norms or peer pressure in social networks.

6. *Influence on sexual behavior*: the use of social media can also influence the sexual behavior of students. Some studies indicate that social media use may contribute to the likelihood of virtual sex, cyberbullying, sexual relationships, and harmful behaviors.

7. *Increasing the distance between people*: while social media can connect people, it can also increase the distance between them. Instead of meeting in person, people may exchange messages in messengers or comment on social networks, which can lead to feelings of loneliness and distance from other people.

8. *General addiction to social networks*: the use of social networks can become an addiction that can affect the social behavior and psychological state of students. People may spend excessive time on social media, which can interfere with studies, work, and other social aspects of life.

Therefore, social networks have both positive and negative effects on students and their educational process. On the one hand, social networks can be a useful tool for learning, communication, self-expression and self-development. On the other hand, they can interfere with learning, lead to negative consequences for health and emotional state, and also affect the social behavior of students.

In order to make the most effective use of social networks in the educational process, it is necessary to be attentive to their influence on students and carefully consider the advantages and disadvantages. It is important to raise students' awareness of the benefits and possible risks of using social networks, as well as to develop critical thinking skills and responsible use of these tools.

6.7 ANALYSIS OF THE USE OF SOCIAL NETWORKS IN EDUCATION AND COOPERATION BETWEEN PARTICIPANTS IN THE EDUCATIONAL PROCESS

The use of social networks in the educational process is not limited to communication between students, but can also be used as a means of cooperation and communication between students, teachers and other participants in the educational process.

One of the main advantages of using social networks in collaboration and communication is the possibility of instant access to information and rapid exchange of it between participants. For example, students and teachers can discuss important educational issues, solve tasks, share materials related to the educational process, etc.

In addition, the use of social networks in collaboration and communication can promote the development of a community of students and teachers, which is ensured by the exchange of ideas, knowledge and experiences. Social networks can also provide an opportunity for interaction between students of different groups and faculties, which allows them to unite to solve joint tasks and projects [4].

However, the use of social networks in collaboration and communication can also have a negative impact. For example, too much information and messages can lead to distraction from the learning process and reduced productivity. In addition, social networks can become a place for spreading unreliable or incorrect information, which can negatively affect the educational process and social environment of the institute.

It can also be noted that the use of social networks can contribute to the formation of flexible and innovative teaching methods. For example, teachers can create virtual groups in which students interact with each other and with the teacher, discuss the material, ask questions, complete tasks, etc. This approach can make learning more interesting and accessible to students.

However, it is also necessary to take into account the potential disadvantages of using social networks in the educational process, such as the negative impact on the health and emotional state of students, the possibility of conflicts in the virtual environment, the possibility of distraction from educational tasks, etc.

One of the significant advantages of using social networks in education is the possibility of cooperation and communication between students, teachers and other participants of the educational process. This allows students to easily exchange information and experience, create joint projects, develop creativity and critical thinking.

Also, the use of social networks enables teachers to monitor the activity of students, give feedback and support students in solving educational tasks. In addition, the use of social networks contributes to the development of information literacy and digital competences of participants in the educational process [12].

Of course, one cannot ignore the negative impact of social networks, in particular their impact on the health and emotional state of users. However, studying these problems and developing appropriate strategies to prevent them can make the use of social networks in the educational process an effective and safe means of communication and collaboration.

Therefore, it can be concluded that the use of social networks in the educational process has both positive and negative consequences, so it is necessary to ensure the rational and justified use of these tools. To do this, it is necessary to develop appropriate policies and recommendations for the use of social networks in the educational process, conduct training for students and teachers on cultural behavior in social networks, and take into account the specifics of each specific situation.

6.8 RECOMMENDATIONS FOR THE EFFECTIVE USE OF SOCIAL NETWORKS, TAKING INTO ACCOUNT THE IMPACT ON STUDENTS

For the effective use of social networks in the pedagogical process, taking into account the positive and negative impact on students and educational results, the following steps can be recommended:

1. Determine the purpose of using social networks in the educational process. Clearly state what goals you want to achieve with the help of social networks, what means you will use and what the success criteria will be.

2. Choose the right social media tool to use in your teaching process, taking into account its capabilities and limitations. For example, you can use Google Docs or Trello for joint work on projects, Slack or Microsoft Teams for communication between students and teachers, and Kahoot! or Quizlet.

3. Take into account the principle of safety and protection of student privacy. Apply strict rules to protect students' personal information, preventing access to it by third parties. Be sure to include safety issues in training courses and conduct regular briefings with students.

4. Use social networks in combination with traditional teaching methods. Social networks can complement traditional teaching methods, but not replace them completely. The use of social networks should be an auxiliary tool for achieving pedagogical goals.

5. Monitor the effectiveness of using social networks in the educational process. Regularly evaluate the effectiveness of the use of social networks.

6. Use social networks as an additional means of communication with students, but not as the main channel of communication.

7. Develop specific rules and guidelines for the use of social networks for educational purposes, and require compliance with them.

8. Provide students with useful and interesting information that will help them in their studies and self-development.

9. Encourage students to interact and share knowledge through social networks, for example, create collaborative groups for discussions and debates.

10. Make sure that social networks do not distract students from their studies and do not cause stress or other problems.

11. Use social media to monitor and evaluate students' academic performance.

12. Consider that social networks can have different effects on different categories of students (for example, on students with different levels of training, social and cultural status), so it is worth finding an individual approach to each student.

13. Do not forget about the protection of personal data and privacy of students on social networks, develop rules for their use taking these aspects into account.

Social networks can be used in various aspects of the educational process. Example:

1. *Create a community*: teachers can create groups or communities for their students on social networks where they can discuss topics, share information and communicate with each other.

2. *Sharing materials*: educators can use social media to share additional materials, tips, and resources that will help students better understand course material.

3. *Invite guests*: teachers can invite specialists and experts to their lectures so that they can share their experience and knowledge with students. This can be done through video conferences that can be held on social networks.

4. *Support and motivation*: teachers can use social media to support and motivate students. For example, they can post motivational quotes and encouraging messages to support students during difficult study assignments or before exams.

5. *Engaging in dialogue*: teachers can use social media to ask questions and discuss topics that will help engage students in dialogue and develop critical thinking.

6. *Facilitating collaboration*: social media can be a useful tool for collaboration and collaboration between students. They can exchange ideas.

6.9 CONSIDERATION OF LEGAL ASPECTS OF USING SOCIAL NETWORKS IN THE EDUCATIONAL PROCESS

The use of social networks in the pedagogical process requires compliance with a number of legal aspects, as it may cause a violation of the rights of students and teachers. Some of them are described below:

1. *Privacy and protection of personal data*: educators and students should be careful when sharing personal information on social networks. They must comply with the rules for protecting confidential information and personal data such as names, addresses, e-mail addresses, telephone numbers, etc.

2. *Copyright*: educators and students must follow copyright rules when they post materials on social media. They must remember that they cannot copy and distribute materials that do not belong to them without the author's consent.

3. *Bullying and discrimination*: educators and students should not allow discrimination and bullying on social networks. They must be careful not to offend other social media users or violate their rights.

4. *Ethics and professional conduct*: educators and students must adhere to ethics and professional conduct on social networks. They should be careful when sharing learning-related materials and be respectful of other users.

5. *Responsibility for publications*: teachers and students must be responsible for their publications.

In addition, educators need to be aware of the privacy and data protection rules that govern the use of social networks. For example, many countries have laws that restrict the collection and use of personal information about students, and require educators to maintain confidentiality when discussing student personal matters.

It is also important to remember that social networks can be used for purposes that contradict ethical and professional standards. For example, instructors should not use social media to ask students about personal questions related to gender, race, religion, or other sensitive topics. In addition, educators should avoid publishing any information about students that may violate their confidentiality and privacy [14].

Therefore, the use of social networks in the pedagogical process can have both positive and negative consequences.

To ensure effective and safe use of social networks, teachers must be aware of their capabilities and limitations, adhere to ethical and professional standards, and ensure confidentiality and protection of students' personal data.

Protection of personal data and copyright is an important aspect of working with social networks in the pedagogical process. The basic rules to be followed in this context include:

1. The collection and processing of personal data must be carried out in accordance with the legislation. The teacher must obtain the students' consent to the processing of their personal data and must keep them safe.
2. The teacher should be careful about spreading information about students in social networks. The teacher should avoid discussing personal data and information about students' private lives.
3. The teacher must respect the copyright of the materials it uses in the educational process. If the teacher wants to use materials belonging to another person, it must contact the author and obtain permission to use.
4. The teacher should be careful about spreading false information in social networks. If the teacher publishes any information on social networks, it must make sure that it is true and does not harm any of the participants in the educational process.
5. It is important for the teacher to remember that students may be vulnerable to negative consequences associated with their use of social networks. The teacher should help students understand the risks associated with communicating on social networks and provide advice on their safe use.

In addition, teachers should take care of copyright protection when using materials found on the Internet.

For example, if they are going to use images, videos or texts, they need to make sure that they do not infringe copyright. For this, it is possible to use sites that provide information about licenses and permissions to use materials.

Also, teachers should provide students with information on how to protect their personal data in social networks.

For example, students can be explained what data should be hidden from strangers, how to set the privacy of their profile, and how to avoid cyberbullying [10].

In general, teachers should be responsible for the use of social networks in the pedagogical process and ensure the protection of personal data and copyrights of students and other participants in the educational process.

6.10 PECULIARITIES OF USING SOCIAL NETWORKS IN THE EDUCATIONAL PROCESS

The use of social networks in the educational process may differ depending on the type of educational institution and the age characteristics of students. For example, in higher education institutions (universities, colleges), social networks can be used to exchange information between students and teachers, organize virtual discussions and group work, as well as to promote communication within scientific groups and projects [16].

In middle and high schools, social networks can be used as a means of organizing interaction between students and teachers, maintaining relationships with parents, providing additional support for learning and a healthy lifestyle. Some teachers also use social media to organize virtual projects and group assignments.

In primary schools, social networks can be used to facilitate communication between students and teachers, create special groups for collaborative work, provide additional support for learning and skill development.

It should be taken into account that different age groups have different features of using social networks, so teachers and other participants in the pedagogical process should take these features into account and use social networks according to the needs and capabilities of their students.

For kindergartens and preschools, the use of social networks may be unacceptable due to age restrictions and the need to protect children's privacy. However, parents and educators can use social networks to share information and communicate with other parents and professionals.

In general, the use of social networks in educational institutions should be carried out in compliance with the necessary norms and protocols, in order to ensure the safety and confidentiality of personal data of students and teachers.

6.11 DISCUSSION OF THE RESULTS OF SECTION 6

Social networks have a significant impact on the lives of students and the pedagogical process. The use of social networks can be useful for students and teachers in terms of communication, learning and collaboration.

However, it is necessary to observe the rules of use and ensure the protection of personal data and copyright.

Considering the fact that most students actively use social networks, educators should use them to improve the quality of learning and create a more comfortable environment for students. Using social media can help students improve their skills in interacting, communicating, and collaborating with other people, as well as increase their motivation to study.

On the other hand, the use of social networks can also have a negative impact on students, as it can distract them from the educational process and contribute to the development of bad

habits. Therefore, it is important to balance the use of social networks in the educational process, integrating them into the educational process only when it can bring a significant positive impact on student learning.

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SOCIO-PSYCHOLOGICAL AND SOCIO-CULTURAL FEATURES OF COMMUNICATION IN AN INCLUSIVE EDUCATIONAL SPACE AND IN THE CONDITIONS OF MULTICULTURALISM

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ABSTRACT

The chapter is devoted to the study of the features, essence, nature, functional role of communication in modern society in the context of the development of inclusion, inclusive society and environment, intercultural communication and multiculturalism. The construction of effective communication depends on the means and methods of overcoming barriers, socio-psychological adaptation of the individual, the peculiarity of social communication is studied, which is a means of existence and transmission of worldview socio-cultural features, values and norms of culture. The leading place in modern studies of adaptation belongs to theoretical approaches of biological and socio-psychological orientation.

The chapter is devoted to the study of the essence and features of inclusive education in the educational environment, the main processes and problems of intercultural communication and multiculturalism.

KEYWORDS

Communication, inclusive society, intercultural communication, socio-psychological orientation, inclusive education.

7.1 COMMUNICATION AS THE MAIN FORM OF INTERACTION AND COMMUNICATION IN THE CONDITIONS OF AN INCLUSIVE SOCIETY AND MULTICULTURALISM

In the daily life of society, an extremely subtle and important component for each individual, its growth and formation, is communication – interaction in society, transfer and exchange of experiences in the space of the individual and in interpersonal interaction. During communication during the war, a significant role is played by the informational and psychological pressure of information and the information vacuum (the complete absence of information or its replacement by modified information, full of myths, simulacra, propaganda and propaganda information), which exerts a significant influence on the consciousness/subconsciousness of a person, as well as "paralyzes" adequate interaction and exchange during communication. War causes a stressful situation, supportive communication lowers the stress threshold, motivates to a full-fledged life. There are many studies on the features of information and psychological warfare and threats to the psychological health of the population, namely the works of V. Petryk, A. Dubyna, N. Maruta, A. Markov, and others.

Building effective communication and overcoming barriers in the understanding and perception of the individual is extremely relevant for the development of all spheres of full-fledged activity of society, the need for effective communication is especially keenly felt in the period of crisis in society – the Covid-19 pandemic, hybrid information wars, the full-scale invasion of the Russian Federation and resolution of the war between the Russian Federation and Ukraine.

In the context of personality development, as well as personality in society, various vectors of research are determined through the prism of studying communication, the interaction of the concepts "communication – intercommunication".

Thus, scientists define different approaches to the concepts of "communication" and "communication", which consists in identifying the concepts, as well as separating the concepts, considering that communication is a form of communication.

In particular, the identification of concepts is studied through historical-linguistic analysis by the Ukrainian researcher Y. Prylyuk, who, based on the results of the study, determines that etymologically and semantically these terms "communication" and "communication" are identical. This opinion is held by foreign researchers T. Parsons and K. Cherry. Understanding the concept of communication is considered from the point of view of modernity – theories of communicative action (Eugene Habermas), communicative community (Karl Otto Apel), communicative rationality (Eugene Habermas, Karl Otto Apel, etc.), etc.

The ontological foundations of the study of communication are profound and relevant at the current stage of the development of society in Ukraine and the world, which should be considered as one of the forms of human interaction in the process of communication.

A common classification of types of communication includes the following varieties:

- cognitive communication (occurs by full or partial transfer of the content of information);
- persuasive (consists of influencing others, motivation to change attitudes, as well as a request to do something);
- expressive (consists in interpersonal communication, the purpose of which is the transfer of emotions, assessments, feelings, views);
- non-verbal communication (gestures, facial expressions, postures), etc.

However, communication should not be characterized only as an exchange of information, which leads to the discovery of only its processes. This approach to understanding communication does not reveal its specificity, which consists in the following:

- in the presence of a single communicative space, and the participants of communication are not objects, but active subjects of mutual exchange of information – one participant, during the direction of information, expects the activity of another, who should focus on goals, intentions, motives, attitudes, analyze them, etc. ;
- joint activity of participants during communication and active exchange of information;
- mutual understanding achieved as a result of feedback, the role of information for communication participants;
- information during its exchange unites its participants into one informative field;

- under the condition of understanding the information, and not simply accepting the general content and meaning of the communication, there is a joint understanding and understanding of the topic and idea of the communication;
- with the help of a system of signs, communication participants have the opportunity to influence each other, and influence is an indicator of determining the effectiveness of this influence, etc.

An important role in the study of communication as an important component of the development of an individual's interaction with the social environment is social communication, which is a means of existence and transmission of "cultural values and norms", which also determines "the level of society's culture and the peculiarities of the functioning of the social sphere" [1]. Let's agree with V. Bebyk's opinion that the nature of social communication in society in the context of a global or national dimension, "the level of its development is determined by the level of general culture of the respective society, mediated by their values and norms" [1]. Among the important functions of social communication are: dissemination of public information, knowledge, values; implementation of socio-cultural exchange, dissemination and development of socio-cultural norms; preparation and promotion of public participation in social activities of social consciousness formation; integration and regulation of public relations, including social relations [1]. In addition, according to the researcher, social communication "should be a means of harmonizing and coordinating public interests based on full information of citizens, respect for individual rights and freedoms, democratic political culture and freedom of the mass media from power and business structures (global and national)" [1]. Expanding the understanding of the essence of communication, taking into account its social role and the coordination and coordination specifics of the direction of public interests based on respect for all participants in communication, is a priority in the development of a modern inclusive society, the creation and development of a society "for all".

In the study of scientists, different approaches to the study of social communication are recorded, which are closely related to the development of intercultural communication, as well as the emergence of barriers in interaction with society:

- language barriers – i.e. inability to fully express one's own opinion due to imperfect knowledge of the language (imperfect knowledge of the mediator's language or the language of one of the communication participants);
- perception barriers – the presence of a different point of view, outlook, mentality;
- barriers due to the influence of another culture – misunderstanding due to radically different cultural traditions and values;
- barriers as a result of non-verbal communication (impressions or social, personal, intimate, public distance) [2].

In the process of communication between people, a number of barriers arise that prevent full and effective communication and interaction:

- *the first impression* is a barrier that can contribute to a false perception by communication partners, the first impression can be relatively adequate, as well as correspond to character traits, or it can be wrong;

– *a barrier of negative attitude* – a barrier that was introduced into a person's experience by someone from other people, which can be introduced by reporting and sharing negative information about someone, which causes the emergence of a negative attitude towards a little-known person, due to the lack of personal experience communications and interactions with this person;

– *barriers of perception and attitude towards people with special needs* – barriers that are formed at the social and psychological level and include the following mechanisms of formation and manifestation:

- a) high level of stigmatization of these categories of the population;
- b) negative stereotypes about a person with certain physical and mental health disorders;
- c) discriminatory tendencies manifested in certain groups in relation to people with disabilities.

The most important source of formation of negative perception as a social phenomenon, according to A. Drapak is *a stigmatization*, a characteristic *attributed by society* to individual people or groups of people who differ from the main mass, and implies a negative attitude towards them.

According to the researcher G. Syzko, in general, in every society, depending on its socio-cultural and ethno-psychological features, *different types of stigmas are formed in relation to people with disabilities*, but mostly this category of persons is perceived negatively, society is fenced off from them, building *artificial barriers* [2].

A socio-value approach in the study of barriers in the context of studying the interaction of persons with special educational needs with society and public space, recorded by the Centers for Disease Control and Prevention (CDC) (1600 Clifton Road Atlanta, GA 30329-4027 USA), which is a science-based, data-driven service organization that protects public health [3].

CDC comprehensively studies and focuses on overcoming such barriers as: physical barriers, social barriers, attitudinal barriers, political barriers, communication barriers, transportation barriers. So, *attitudinal barriers* are one of the main contributors to the emergence of other barriers (some people may not realize that difficulties moving to or from a place can limit a person with a disability from participating in everyday life and common everyday activities).

It is worth noting that *the communication barriers of people with disabilities* affect hearing, speaking, reading, writing and/or understanding, using other methods of communication than people who do not have physical and mental health disorders.

In particular, auditory messages may not be accessible to people with hearing impairments (videos that do not contain subtitles, oral communication without manual translation, use of technical language).

Programmatic barriers limit the effective implementation of public health or health care programs for people with different types of disabilities.

Social barriers are related to the conditions in which people are born, grow, live, study, and work, which can contribute to a decrease in the functioning of people with physical or mental health disorders. According to the CDC, in 2017, 35.5 % of people with disabilities aged 18 to 64 were employed, compared to 76.5 % of people without disabilities, which is about twice the rate of people with disabilities. Adults aged 18 and older with disabilities were less likely to graduate

from high school than their peers without disabilities (22.3 % vs. 10.1 %). People with disabilities are more likely to have an income of less than 15,000 USD than people without disabilities (22.3 % vs. 7.3 %).

Transportation barriers arise from the lack of adequate transportation, which prevents a person from being independent and functioning in society.

In modern society, in which the interaction of several cultures is recorded, the process of forming multicultural communication takes place, in which a person, being influenced by other cultures, preserves its cultural identity and belonging to its own culture. According to S. Drozhzhyna, multiculturalism "means the coexistence in a single political society of several notable cultural groups that are willing and, in principle, able to reproduce their specific identity" [4]. The coexistence of cultures and effective interaction in a multicultural space is an important condition for integration and the formation of a modern inclusive society. Therefore, we agree with the opinion of Svitlana Drozhzhyna that most "countries are multicultural", and multiculturalism should be considered not only as "the concept, practice and policy of immigrant countries, but also of all modern multicultural countries of the globalizing world" [4]. This approach significantly expands the direction of studying multiculturalism in modern society. The problems of socio-psychological adaptation of society, the development of an inclusive society and sensitive communication processes in society are important vectors for the development of communication research and overcoming barriers, as well as the creation of favorable conditions for the European development of society.

7.2 SOCIAL AND PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL AS A FACTOR OF EFFECTIVE COMMUNICATION

A person's life from the beginning to the very end is a process of adaptation to environmental influences and communication with others. That is why "adaptation" is one of the key concepts in the study of the human body, since it is the mechanisms of adaptation that ensure the existence of a living organism in changing environmental conditions and the process of effective interaction with others.

Adaptation is a process of adaptation and a set of morphological, physiological, behavioral and other individual characteristics of an organism that give it the opportunity to lead an optimal life-style in current conditions of existence. The concept of adaptation arose as a result of numerous studies in various fields [5]. Scientists studied the peculiarities of human adaptation in the conditions of usual life situations such as: stress, life crisis, but different concepts consider different factors of adaptation. The leading place in modern studies of adaptation belongs to theoretical approaches of biological and socio-psychological orientation.

Biological adaptation is the result of adaptation of the human body to the physical conditions of the environment: pressure, air humidity, temperature, smells, lighting, sounds, and changes in one's own body [6]. Adaptation in biology is considered as a process of changing the structure or

functioning of an organism or individual organs in accordance with changes in the surrounding environment. Adaptation can ensure survival, resistance to the influence of biological factors, success in competition with other types of living organisms.

Scientists distinguish two types of biological adaptation, namely:

1. Physiological adaptation (at the level of the organism) – the response of the human body to changes in the environment with the aim of more effective functioning in new conditions.
2. Evolutionary adaptation is associated with evolutionary transformations of the structure, functions, and behavior of organisms in accordance with certain changes in living conditions. Evolutionary adaptations arise and change through variability, heredity, and natural selection according to specific environmental conditions.

Psychological adaptation – collective psychological properties of an individual that determine its resistance to the conditions of the external environment and the level of adaptation to them; the result of such an adjustment. Psychological adaptation is a two-way phenomenon, since the object of research is not the individual or the environment, but their communicative interaction with each other. Psychological adaptation is characterized by continuity, although it is mostly associated with radical changes in the life of an individual and its environment. According to S. Balycheva, the essence of the interaction between the individual and the environment is to find and use adequate ways to satisfy basic life needs [6]. If the environment makes demands on a person that are difficult to adapt due to its personal or age characteristics, then it may develop a feeling of social, mental and physical stress, and this is a serious risk of further psychological maladaptation and disruption of communicative interaction.

Social adaptation is an integrative indicator of a person's condition, which reflects its ability to adequately perceive the surrounding reality, relate to people, events, actions, communicate, study, work, adjust its behavior in accordance with the expectations of other people [7]. Social adaptation is the integration of a person into society, in the process of which self-awareness and role behavior, the ability to self-control, and adequate connections and relationships with other people are formed. Social adaptation is a process of adjustment to the social environment, aimed at preserving and forming an optimal balance between the person, its internal state and the environment.

Socio-psychological adaptation is a phenomenon that scientists consider as a continuous process of mutual influence of a person and its social environment, the success and adequacy of which depends both on individual psychological characteristics of a person and on environmental factors. Socio-psychological adaptation occurs through a combination of unconscious and conscious modeling of the individual's own behavior as its individual strategy and situational tactics in order to achieve the desired result. External and internal social regulators influence the formation of the goal and ways of achieving it. External social regulators are norms of behavior, rules, requirements and wishes and expectations characteristic of society. Internal social regulators are needs, interests, value and life orientations, which collectively determine life goals, social adaptation criteria, and individually acceptable methods and forms of socio-psychological adaptation. Psychological factors that determine the features of social adaptation are the psychological properties of a person's personal-

ity, individual cognitive styles of processing information, coping strategies, methods and tendencies of emotional and behavioral response depending on the level of social and psychological adaptation.

L. Korobka indicated that the indicators of successful social and psychological adaptation at the group and personal level should be considered [8]:

- satisfaction with relations with the environment;
- positive social identity;
- positive image of "We" and "Them";
- intergroup tolerance;
- actualization of needs for self-respect and self-realization;
- satisfaction with activity, meaning of life;
- internal locus of control;
- high activity, emotional stability.

I. Oliynyk and Yu. Nozhenko distinguish three main stages of social and psychological adaptation that affect the effectiveness of communication [9]:

I stage is indicative. It occurs when all body systems actively react in response to a complex of new influences. This "physiological storm" lasts several weeks. At this stage, the organism spends all the resources it has, and sometimes "borrows", which indicates an extremely high "price" of payment for this period of adaptation.

II stage is a noticeable and unstable adaptation. It is formed when the organism searches for and finds options for its own adequate reactions to external influences, proposals for communicative interaction.

III stage is a period of relatively stable adaptation. It occurs when the body finds the most optimal options for responding to stress, which require less stress on all body systems.

Maladaptation is the formation of inadequate human adaptation mechanisms to environmental conditions, behavioral disorders, conflict relations, psychogenic diseases and reactions, increased anxiety levels; disharmonious development of a person's personality [8].

V. Mukhina emphasizes the "place factor", for example, the educational institution in which a child should study and undergo adaptation, including with special needs [9]. This factor intensifies the violation of all cognitive activities of children and affects their school performance, the specificity of their interpersonal communication. Gradually, such students begin to avoid communication, especially with people they do not know, a characteristic neurotic personality development occurs. In primary school age, children experience disturbances in psychophysical development episodically, but in the process of growing up, the experiences acquire other qualities and become more intense.

According to V. Mukhina, it is necessary to start identifying developmental disorders as early as possible, analyze their causes, and provide students with qualified psychological and pedagogical assistance [9].

"*Special needs*" can mean at least three things. On the one hand, this is the need for special methods of examination, training and communication, rehabilitation and occupational therapy, special treatment during training. Second, special accommodations are also required – assistive

devices for walking, wheelchairs, hearing aids, etc., to complex computer and medical equipment, as well as requirements for a barrier-free structure and adaptation of the educational environment. Thirdly, we are talking about the social insecurity of children with SEN.

According to L. Vygotsky, the social environment plays a significant role in the formation and development of children, in which special attention should be paid to communication and cooperation. The scientist notes that human needs developed and formed only in the process of social life, and this confirms the opinion that higher mental functions are social in origin [7].

According to the research of M. Svarnyk, children, including children with SEN, have difficulties in freely organizing activities: they get tired quickly, their working capacity decreases, and sometimes they cannot complete the activity [10]. Effective adaptation of children, according to the scientist, involves:

- compliance with relevant optimality criteria;
- use of special adaptation technologies.

Optimality criteria refer to the goals of adaptation (target criteria) and means of achieving these goals (instrumental criteria). The criteria of humanity, self-efficacy, equal opportunities, tolerance, normalization, as well as the activity criterion act as targets; the criteria of state and public support, psychological assistance, problem orientation, internal motivation, complexity, systematicity and cooperation are presented as instrumental.

O. Bezpalko believes that the successful social development of society in today's conditions requires focusing attention on solving the problems of providing social guarantees and social protection of children and school youth, creating conditions for their adaptation in the social environment: family, school team, territorial community. The author is convinced that these tasks can be successfully solved under the condition of optimal organization of socio-pedagogical work with children and school youth in the territorial community: creation of effective and efficient social services in their activities, active participation in socio-pedagogical work of specialists in the social sphere and actual users of social services [11].

7.3 MODERN INCLUSIVE EDUCATION AND INCLUSIVE EDUCATIONAL SPACE: EDUCATION AND SCIENCE IN THE NATIONAL AND INTERNATIONAL DIMENSION

The development of Ukrainian statehood, active economic, political and educational integration in the European space is perhaps the most important task on the way to the democratization of our state. Today, there are quite wide opportunities in Ukraine for the exchange of educational experience, the development of the system of educational volunteering, the introduction of joint scientific and creative educational projects, which allows us to talk about the expansion of intellectual and social boundaries.

At the same time, the European experience in the education system brings and promotes the development of new approaches in Ukraine in those areas that were previously practically closed

for discussion. We are talking about inclusive education of children with special needs. It is the European programs to help society realize the potential of each child and to promote the process of becoming an active individual, a full-fledged member of one's own country, who must realize oneself in life, for a certain step that will help to integrate into the European space. Therefore, scientific analysis of this problem is relevant for discussion. And it is the coverage of theoretical approaches to the issue of inclusive education that we define as the goal of our work.

Inclusive education, as one of the development-oriented approaches to education, aims to meet the educational needs of all children, youth and adults, paying special attention to those who are excluded from the educational process. The principle of inclusive education was approved at the Salamanca World Conference on Education for Persons with Special Needs (UNESCO, 1994) and reaffirmed at the Dakar World Education Forum (2000). UNESCO considers inclusion as an approach that "develops dynamically, consists in a positive attitude towards the diversity of students and in perceiving individual characteristics not as a problem, but as an opportunity to enrich the learning process" [12, 13]. Therefore, the movement in the direction of inclusion is not only a technical or organizational change, but also its own philosophy.

The basis of inclusive education is the human right to education, proclaimed in the Universal Declaration of Human Rights in 1949. Equally important is the right of the child not to be discriminated against, which is provided for in Article 2 of the Convention on the Rights of the Child (UN, 1989). The logical consequence of this is that all children have the right to receive education in a form that does not subject them to discrimination on the basis of mental or physical characteristics [12, 13].

Having joined the main international treaties in the field of human rights (the UN Declaration on Human Rights, the UN Convention on the Rights of the Disabled, on the Rights of the Child), Ukraine undertook to observe universal human rights, in particular, to ensure the right to education of children with special educational needs. The purpose of these obligations is the implementation of the state policy regarding the formation of a new philosophy of attitude towards children with special psychophysical development, the provision of their constitutional rights and state guarantees for obtaining quality education, the implementation of comprehensive rehabilitation of such children, their acquisition of household and social skills, the development of abilities, the implementation international practice regarding increasing the number of general educational institutions with inclusive education, ready to provide educational services to children with special educational needs.

Today, one of the priority areas of our state's policy is the creation of an inclusive educational environment. As in most countries of the world, in Ukraine, the concept of inclusive education is applied, as a rule, to people with special needs, of whom there were about 2.74 million as of January 1, 2013, which is almost 6 % of the total number of Ukrainians. The relevance of the mentioned problem is due to the tendency to increase the number of children who need special education, which would contribute to their social adaptation and integration into active social life [14].

Inclusive education is the foundation of an accessible and open society, it is evidence of the social maturity of society, its ability to accept the diversity of human existence and create all

conditions for socialization, learning, active communication, self-expression, self-realization, self-affirmation and self-care of persons with developmental disorders or temporary health disorders. An inclusive approach to the organization of the educational environment for the national education system is relatively new. Thanks to the study of foreign experience, the improvement of the legislative and regulatory framework of Ukraine, the organization of additional training for teaching staff, the deepening and expansion of the content of the training of future teachers, the creation of inclusive resource centers, the introduction of the position of teacher/educator assistants and the child itself, directing subventions from the state budget to provision of state support to persons with special educational needs, support and encouragement of the relevant activities of public organizations, we can already today summarize the first results of the introduction of inclusion in the national education system. However, despite positive developments in the implementation of inclusive education, there are still many obstacles, barriers and challenges that need to be overcome.

The UN Convention on the Rights of the Child declares that the right of people with disabilities to integrate into society is a basic principle of international standards in the field of human rights, and inclusive education is the basis of social integration. In developed countries, integrated schools are already a reality, in ours – isolated cases.

Every child is special, but there are children who are called "special" not in order to emphasize the uniqueness of abilities, but in order to highlight those special needs that distinguish them from other children. Regardless of the state of health, the presence of a physical or intellectual impairment, every person has the right to a full life, education, the quality of which does not differ from the quality of education of other people. This principle is the main one in the organization of inclusive education of children with special educational needs.

One of the main principles of international standards is the right of children with special needs to integrate into society, the basis of which is providing such children with access to quality education [13].

The term "inclusion" is different from the term "integration" in its conceptual approach. In particular, the document "International consultations on the education of children with special educational needs" indicates that integration is defined as efforts aimed at introducing children into a regular educational space. Inclusion is a policy and process that enables all children to participate in all programs. The difference in approach lies in recognizing the fact that we are changing society to accommodate and adapt to the individual needs of people, not the other way around. The concepts of "integration" and "inclusion" are considered antonymous to "segregation" and mark the corresponding progress in the development of the system of education for persons with disabilities [12].

The goal of inclusive education is to achieve qualitative changes in various aspects of the development of children of this category – physical, social, psychological, mental, and personal.

In Ukraine, the process of inclusive education is carried out by organizing special classes, including children with disabilities in regular classes, and teaching children according to an individual form. In addition, special schools continue their activities. That is, the educational institutions of the city are open to the education of all children, regardless of their physical, intellectual, social or other characteristics [14].

During the last decade, domestic scientists, in particular, V. Bondar, A. Kolupaeva, T. Yevtukhova, V. Lyashenko, I. Ivanov, O. Stolyarenko, A. Shevchuk, O. Savchenko and others devoted their work to researching the problem of involving children with special needs to study in general educational institutions, their rehabilitation and socialization to social norms. The works of psychologists L. Vygotsky, O. Wenger, O. Zaporozhets, O. Kyrychuk, G. Kostyuk, B. Korsunskaya, and S. Maksimenko had a significant impact on the development of the system of special educational institutions, improvement of their structure, development of methods for early diagnosis of mental development of children, N. Morozova, V. Sinyova, P. Talanchuk, V. Tarasun, M. Yarmachenko. They substantiate the principled provisions regarding the peculiarities of the development of mental processes in children of different ages, the role of corrective education in preparation for school education, and the mechanisms of formation of their social and communicative activity. In the studies of scientists, the history of the formation and development of certain areas of special education of school-aged children with various psychophysical disorders was studied.

Inclusive education and upbringing of children with special needs poses two serious questions to the educational institution: "How to help them develop normally?" and "How to minimize possible negative consequences of joint education with other children?".

The essence of the activity of the school psychological service consists in accompanying the child during its schooling, which makes it possible to introduce school psychological activity into the educational and educational pedagogical system.

Modern society recognizes that inclusion is a more humane and effective educational system that is able to meet the needs of all categories of children, regardless of the level of psychophysical development, and contributes to the creation of an inclusive society that would fully accept such students, recognize their rights to education, personal development, professional activity, participation in social life. By introducing inclusion into the educational process, it is possible to achieve the development of Ukrainian society, which will allow every citizen "regardless of age and gender, ethnicity, abilities, presence or absence of special features in development, to participate in the life of society and contribute to its development. In such a society, peculiarities are respected and valued" [14, 15].

In addition, inclusive education is useful not only for children with special psychophysical development, but also for their peers, which will contribute to their personal development. Such training develops in healthy students the ability to empathize, tactful interaction, sensitivity and tolerance towards sick peers, contributes to the formation of an attitude towards them as equal members of the team. Enrollment of children with special needs in secondary schools implies a positive influence on their parents and other family members, resulting in a gradual positive change in the mental state of the latter, easing tension, improving their emotional state, reducing their anxieties and fears, and mobilizing forces to fight the disease [14].

Summarizing the above, it can be concluded that the successful introduction of inclusive education for youth with special needs requires solving tasks at the state level: the formation of a new philosophy of state policy regarding children with special educational needs, improvement of the regulatory and legal framework in accordance with international treaties in the field of rights of a

person, implementation and dissemination of the model of inclusive education of children in preschool and general educational institutions. In general, the implementation of the Concept of Development of Inclusive Education requires amendments to the current legal acts regarding the implementation of inclusive education of children with special needs in general educational institutions [15].

7.4 PSYCHOLOGY OF INTERCULTURAL COMMUNICATION: COMMUNICATIVE COMPETENCE AND AWARENESS

Questions of the psychology of intercultural communication are extremely relevant today, because Ukraine is in the center of attention of the whole world from February 2022. According to the Ukrainian psychologist A. Starovoitov, a paradoxical situation of "anticipated impossibility" has unfolded on the map of Europe, when in the 21st century one country carries out a full-scale invasion of another [16]. When the real war came to Ukrainian lands, 14 million Ukrainians were forced to leave their homes, among which about 7 million were scattered around the world. Urgent issues of Ukrainian refugees actualized the issue of intercultural communication and their psychological characteristics.

The concept of "intercultural or cross-cultural communication" should be understood as "a special type of connections and relations that are formed between cultures in the process of mutual exchange of cultural ideas, norms and values, as a result of which it is possible to change states, qualitative characteristics, areas and forms of activity, the whole way of life or spiritual orientations of the contacting cultures" [17]. It is believed that the following components are necessary for the implementation of intercultural interaction: first, "the emergence of a situation in which communication takes place; secondly, establishing contacts and their implementation, with the help of which cross-cultural interaction is carried out; thirdly, the presence of interacting parties, which are characterized by consciousness and mastery of the norms of any cultural system" [17]. The parties to the communicative interaction are carriers of certain psychological features that can facilitate or hinder the establishment of connections.

The processes and problems of intercultural communication led to the emergence of such a socio-political phenomenon as "multiculturalism", the emergence of which is associated with the search for solutions to the management situation in bicultural Canada in the 1960s. In 1971, the concept of "multiculturalism" received official political recognition. Later, this term became widely used in political and scientific discourse.

In the dictionary of basic concepts of communication and the study of culture by T. Sullivan and J. Hartley, the concept of "multiculturalism" is defined as the recognition and study of societies consisting of different cultural groups, the cultural traditions and practices associated with them are often associated with different ethnic components of the general social formation [18]. The dictionary of sociology defines multiculturalism as "one of the state's priorities for preserving ethnic and cultural differences, meeting the linguistic and cultural needs of national minorities and immigrants" [19]. That is, the goal of multiculturalism is the recognition and legitimization at the

political and social levels of cultural, linguistic, ethnic differences in different population groups of one country or nation. In 2003, the European Commission defined multiculturalism as a socio-political ideal, which means "equal opportunities accompanied by cultural diversity in an atmosphere of mutual tolerance" [20]. Universal human values, observance of human rights in all spheres of life and the principles of equal coexistence of various forms of cultural life became the central idea of a multicultural society. Therefore, the establishment of the philosophy of multiculturalism in Europe and the world was a consequence of the political circumstances that create the history of today, and is a response to the fast-moving social reality.

It is important to note that the observance of universal values, which today in every democratic state are enshrined in the constitution and legal framework, is conditioned, in addition to legal enshrinement, by the personal choice of each person in such a society. This represents the worldview position of each individual in particular and the entire society as a whole. Accordingly, it is appropriate to consider the social and personal level of manifestation and ways of implementing intercultural communication.

At the social level, this is revealed through the concept of intercultural communicative competence, the theory of which was developed by sociologist L. Pochebut, considering it as a psychological prerequisite for the constructive interaction of representatives of different cultures. The author believes that a person's value system reflects its worldview, its basic social beliefs and ideas. As a result, any attempt to destroy this system leads to a loss of contact, the emergence of obstacles in communication, closedness, self-defense and protection of one's cultural system [21]. The socio-psychological basis of the theory consists of cognitive, behavioral and emotional components.

They, in turn, are revealed through:

1) awareness of oneself as a bearer of one's culture and recognition of equal value and respect for other cultures and their representatives;

2) understanding and accepting the variability of reactions of representatives of different cultures in the same situation;

3) combination, on the one hand, of the ability to be aware of and declare one's interests/values with the willingness to openly and interestedly hear and accept the interests/values/traditions of people of another culture. Accordingly, the foundation of intercultural communicative competence is interethnic tolerance, which is accompanied by: interpersonal tolerance, trust in people and sensitivity [21]. Tolerance should be understood as respect for the rights of other people without diminishing one's own rights.

Trust in people is defined as the confirmation of expectations by some people from other generally accepted norms of honest behavior and cooperation. The concept of sensitivity means special sensitivity when establishing and maintaining intercultural contacts.

M. Bennett in 1988 presented a model of intercultural sensitivity, which means a person's sensitivity to cultural differences, their assessment from the point of view of relativism, the ability to understand and accept a plurality of ideas, values, and attitudes. Intercultural sensitivity

develops within the framework of a continuum from ethnocentrism to ethnorelativism, that is, a complete denial of cultural differences to the recognition and approval of these differences, provided the integrity of one's own self-concept is preserved on the border of these differences [22].

This model involves six stages: *denial* of the actual fact of the existence of differences in cultures, *protection* against the threat of the possible destruction of the self-concept by cultural differences, *minimizing* the importance of other cultures in comparison with one's own, *acceptance* of cultural differences through respect for them and the gradual formation of ethnorelativistic beliefs, *adaptation* as an appearance new, more adequate situation skills of cultural reaction.

The first three stages are characterized by ethnocentrism, when one's own culture occupies a central place in a person's worldview, and the last three stages reveal a gradual transition to an ethnorelativistic perception of the world. Progression through these stages is not inevitable, and depends on the social need and desire to communicate effectively outside of one's social context. This contributes to the fact that differences become the subject of cognitive evaluation based on the plurality of cultures, then they are emotionally accepted, and at the level of behavior, the context of the manifestation of cultural differences is taken into account.

The presented theories of communicative competence and intercultural sensitivity reveal the necessary qualities of a person as a social being, determine the necessary level of its social maturity in order to respect the priority of universal human rights and values in society. But the author considers it expedient to consider such an aspect as awareness in intercultural communication, which is revealed at the individual level of a person.

The concept of "awareness" can be considered at such levels as: the totality of concentration on the "here and now", presence; careful awareness of both oneself and others at the same time; accepting the other without judgment and curbing automatic reactions.

One of the most important factors in effective intercultural communication, according to numerous studies, is "awareness", or "directed attention", "acceptance without judgment/evaluation". In modern psychology, awareness (mindfulness) is considered as a quality of consciousness characterized by receptive attention and awareness of the events taking place. Mindfulness practices have shown high results in reducing depression, anxiety, increasing psychological well-being, and are also an effective means of improving the functioning of cognitive processes. In addition to the general psychological approach to awareness, it is also considered as a factor contributing to the growth of intercultural competence through stimulation to expand knowledge about other cultures, sensitivity to cultural differences [23].

S. Ting-Toomey's theory of image support is interesting in the context of intercultural interaction. Behind it, the image of a person (self-concept from the point of view of psychology) faces the threat of its destruction due to complete annihilation or assimilation, which stimulates the individual to look for ways of its complete or partial preservation in new (intercultural) conditions.

This is explained by the main provisions of this theory [16]:

1) in all cultures, communicative interaction is based on the desire to preserve "one's own image" in the process of communication;

2) maintaining the image is especially difficult in situations of uncertainty, when the identities of the participants in the communication are evaluated or doubted;

3) representatives of individualistic cultures pay more attention to preserving their own image, representatives of collectivistic cultures – the image of the opponent;

4) maintaining the image of both interlocutors depends on cultural norms, individual characteristics and situational factors;

5) the desire to preserve the image affects the behavior in intercultural conflicts;

6) the main cause of intercultural conflict is lack of mutual understanding or lack of knowledge about another culture".

Here it is appropriate to say that in the context of the above, there is an urgent need for theoretical understanding and finding ways of practical solution to the problem of the formation of intercultural competence of a person. In a general sense, competence is defined as a personal category, it is the experience acquired by a person as a result of mastering competencies. Competencies are a set of abilities and skills necessary for life and effective productive activity in a certain area.

In the framework of cross-cultural interaction, communicative competence includes such abilities, types of behavior and practical activities that allow individuals to effectively and consciously interact with other individuals whose sociocultural environment differs from their own origin and upbringing. For this, there must be respect for people in general and an understanding of cultural differences between them.

S. Ting-Tumi believes that attentiveness, as a component of communicative competence, in the context of cross-cultural interaction has three aspects:

1) shifting the focus from ethnocentrism to ethnorelativism;

2) conscious metacognition;

3) careful approach to awareness and control of emotional attitudes [23].

This showed the crucial role of the combination of attentiveness and emotional stability in intercultural communication.

Hudykanst, within the framework of the theory of anxiety and uncertainty management, describes the relationship between effective cultural communication and anxiety management [16]. In order to overcome anxiety, you need to understand the present moment of communication. Awareness allows in this process to predict and explain the behavior of other people due to openness to new information and awareness of alternative points of view.

Empirical studies have shown that mindfulness is related to skills in identifying feelings and sensations through body satisfaction. This suggests that attentive people feel more emotionally stable in intercultural communication and, accordingly, communicate more effectively. Increased anxiety in communication reduces the effectiveness of any communication. A decrease in anxiety can be influenced by the level of awareness – the higher it is, the more awareness you have about intercultural skills. That is, conscious people more realistically assess the effectiveness of their communication and can adjust their communication strategy to increase its effectiveness.

Careful listening to oneself directs a person's attention to its own experiences "in the body". This leads to impartiality, interest, openness and high tolerance for uncertainty in communication [23]. According to the research of S. Ting-Tum, in response to uncertain intercultural communication, specific emotions such as: surprise, fear, anger, contempt can be manifested, which, in turn, can cause patterns of judgments and behavior. Such patterns of judgment and reactive emotion are usually subconsciously learned from our cultural historical context, past experiences, religious identity, etc. And, as a result, awareness leads to the management of attention, which contributes to a certain mechanism of restraining automatic reactions. Control of reactivity is provided by skills: recognition of signals of bodily sensations; finding an explanation for bodily sensations; developing an attitude of acceptance of the other without judgment.

Summarizing, it is worth noting that it is awareness of one's own feelings and emotions, restraint of automatic reactions, non-judgmental acceptance that leads to a decrease in inter-group anxiety and fears in the process of communication with culturally dissimilar communication patterns.

7.5 DISCUSSION OF THE RESULTS OF SECTION 7

The ontological foundations of the study of communication are profound and relevant at the current stage of the development of society in Ukraine and the world, which should be considered as one of the forms of human interaction in the process of communication.

The study of the national and European experience of a comprehensive study of communication, social communication, the emergence and overcoming of barriers allows a deeper consideration of this problem, to discuss and develop the methodology of communication and social interaction in the context of solving the issue of an inclusive social environment and social communication, improving communication with persons with disabilities, favorable integration into society of all communication participants.

The emergence of barriers negatively affects the development of the individual and all spheres of life in society. Overcoming barriers, forming an inclusive society, a favorable multicultural space for all members of society, successful integration of the individual into modern society is possible in the context of motivations for the development of modern approaches and methodologies of multiculturalism and the creation of an inclusive society.

The problems of socio-psychological adaptation of society, the development of an inclusive society and sensitive communication processes in society are important vectors for the development of communication research, overcoming barriers, as well as creating favorable conditions for the European development of society.

Changes in the social environment, the rapid pace of life in society, an excessive amount of information, and a decrease in the educational potential of the family have a negative impact not only on the quality of any education, but also on the processes of socialization and adaptation of

the individual, since a person's life depends on the influence of social factors: living conditions, the attitude of children and adults with typical development, education, health care and social protection systems in the state, the opportunity to realize their rights and opportunities, etc.

Universal human values, observance of human rights in all spheres of life and the principles of equal coexistence of various forms of cultural life became the central idea of a multicultural society. Trust in people is defined as the confirmation of expectations by some people from other generally accepted norms of honest behavior and cooperation.

Adherence to universal values, which are currently enshrined in the constitution and legal framework of every democratic state, is conditioned, in addition to legal enshrinement, by the personal choice of each person in such a society. This represents the worldview position of each individual, in particular, and the entire society as a whole. Accordingly, it is appropriate to consider the social and personal level of manifestation and ways of implementing intercultural communication.

The presented theories of communicative competence and intercultural sensitivity reveal the necessary qualities of a person as a social being, determine the necessary level of its social maturity in order to respect the priority of universal human rights and values in society.

Awareness of one's own feelings and emotions, restraint of automatic reactions, non-judgmental acceptance leads to a decrease in intergroup anxiety and fears in the process of communicating with culturally dissimilar communication patterns.

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THE INFLUENCE OF THE NATIONAL MENTALITY OF CHINESE STUDENTS ON THE FORMATION OF PROFESSIONAL AND COMMUNICATIVE COMPETENCE USING INNOVATIVE TECHNOLOGIES

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ABSTRACT

Taking into account the national mentality of foreign students in the process of obtaining their education at a higher education institution of another country is a very influential factor for the quality of their professional competence formation. Relying on the ethnopsychological foundations of the personality of Chinese students studying at Ukrainian universities allows us to take into account both the influence of the native language and the features determined by the specificity of their linguistic picture of the world, which is the basis of the deep processes of perception, processing, storage and use of the information they receive. Under the influence of national traditions, the Chinese have formed a context-dependent style of cognitive behavior in education. Reorientation to new educational strategies should take place on the basis of methodically expedient use of linguistic didactic traditions of China, characterized by the priority of reading, writing, grammar, vocabulary accumulation, system control and relying on the developed national characteristics of the Chinese: a high level of mnemonic abilities (memorization, classification), advantage of visual and auditory channels of information perception, etc.

KEYWORDS

Ethnopsychological features of the individual, Chinese national mentality, professional and communicative competence, innovative learning technologies.

8.1 PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF FOREIGN STUDENTS AND DIFFICULTIES IN ITS FORMATION ASSOCIATED WITH LANGUAGE BARRIERS IN CHINESE STUDENTS

The professional and communicative competence of foreign students is an important condition for their effective communication in educational and educational and professional spheres and a necessary factor for future successful professional and communicative activities. It is a complex education, a set of basic competencies, the formation of which allows a foreign student to navigate in the educational, professional and everyday spheres of communication, which ensures the activity of its inclusion in communication, the correctness and appropriateness of its construction of coherent statements.

The professional and communicative competence of foreign students is defined as a set of personal qualities of a foreign student (value-meaning orientations, knowledge, skills, ability to communicate and conduct professional activities in a foreign language), determined by the experience of its educational activities [1]. This competence involves mastering the technology of professional communication, characterized by the identification of a group of skills: to achieve communicative contact; choose communication tactics adequate to the situation, manage the communication process, etc.

The main components of professional and communicative competence of foreign students are:

- motivational, which involves the development of learning motives and instilling interest in studying the scientific style of speech;
- linguistic, which is related to theoretical knowledge of the language, lexical and grammatical skills and the ability to construct sentences grammatically correctly;
- subject-speech, which ensures the acquisition of knowledge about the content side of the subject, improvement of lexical skills, as well as monologic and dialogic speech in the educational and professional sphere;
- pragmatic, which requires the acquisition of knowledge about the expediency of using appropriate constructions, the ability to participate in communication in connection with the intentions and situations of communication, the norms of speech etiquette [2].

Professional and communicative competence is based on the following basic components: language (linguistic), subject (cognitive) and pragmatic (social), etc.

The formation of professional and communicative competence of foreign students in higher education institutions of Ukraine is the most effective under the conditions of the implementation of a dynamic model of professional and communicative formation of a specialist of any profile from the actual educational and professional communicative activity (practical classes, lectures, seminars, scientific research work of students) through quasi-professional communicative activity (business and situational games, organizational and activity games) to professional communicative activity (educational and production practices, work by profession).

The process of formation of professional and communicative competence of Chinese students in higher education institutions of Ukraine has its own characteristics, it is a complex phenomenon, which is manifested in the optimal combination of subjective (basic communication level, motivation, national and cultural aspect, taking into account the cognitive styles of students, the presence of personal communicative qualities, multicultural competence of teachers) and objective (contextual learning, training of teachers of disciplines of the social and humanitarian cycle and, teachers of professional disciplines, managers of scientific research work, educational and industrial practice to carry out appropriate work with foreign students, application of active, interactive teaching methods and information and communication technologies for optimization and intensification of the process of formation of professional and communicative competence of foreign students, compilation of adapted textbooks and manuals, thematic dictionaries, etc.) factors.

In the 2021–2022 academic year, we conducted a survey among teachers of higher education institutions of Ukraine (S. Kuznets KhNUE, KhNAHU) (120 people) and Chinese students studying

there (71 people). We consider the results of the answers to the questions, the purpose of which was to identify the activity of Chinese students regarding inclusion in professional communication, to be alarming. In the questionnaire, Chinese students indicated that they would agree to absentee participation in conferences, they would prefer written form of educational and professional communication (86 %), however, they revealed a fairly high level of formed informational competence, a positive attitude towards such a form of communication as electronic communication. In the course of individual conversations with teachers, it was established that students from China experience difficulties in team work together with representatives of other ethnic cultures, mostly do not show activity in communication, do not know how to listen and hear the interlocutor, are not able to adequately assess their own level of professional and communicative competence formation, do not have effective ways of solving conflict situations, etc. The most important reason for these shortcomings is the presence of a language barrier for Chinese students in communicating in a foreign language.

The language barrier manifests itself as an individual, subjective inability to use existing knowledge. This is a peculiar psychological barrier of speech, which consists in the impossibility of expressing one's thoughts, as well as one's own point of view [3]. It arises as a result of insufficient learning motivation, inadequate self-esteem, an unfavorable psychological atmosphere in the study group and the lack of skills and abilities necessary for the implementation of the communication process and leads to the blocking of effective communication in the process of joint activity [4]. The causes of the language barrier are closely related to low self-esteem and fear of the need to express oneself in a foreign language. From a psychological point of view, it is based on various fears associated with the peculiarities of temperament, low level of emotional stability and low self-esteem of the student's personality. It can be self-doubt caused by mistakes and mistakes; reluctance to make mistakes in front of a group; fear of causing laughter or disapproval; stiffness in a conversation situation in a pair with a "strong" (one who has a good command of the language) interlocutor; inability to apply knowledge in a real communication situation, etc. Sometimes there is also a lack of confidence of students in the level of knowledge of a foreign language, which they consider not perfect enough, and therefore do not want to participate in communicative activities in class. Also, the reasons for the appearance of a language psychological barrier can be a negative previous experience of learning foreign languages, a lack of motivation to learn a language; inability to independently overcome language difficulties. The linguistic barrier is easier to overcome, because it is associated with objective difficulties (lack of vocabulary, lack of knowledge of grammar, difficulties in understanding a foreign language by ear due to weak listening skills, etc.).

Sometimes the teacher's personality can be the cause of obstacles in language learning. This happens when the teacher dominates the audience, talks too much or constantly instructs, corrects every mistake made, comments on the statements of students, often believing that otherwise it will lose control over the educational process [5].

The practice of teaching the Ukrainian language to Chinese students makes it possible to assert that the language barrier in this category of students is the main obstacle to effective commu-

nication. It causes students' emotional breakdowns, self-doubt, negatively affects their academic performance, reduces motivation to learn the language, and contributes to misinterpretation of the interlocutor's behavior. We believe that in order to solve this problem, it is necessary to fulfill the following conditions: recognition of the existence of the barrier and awareness of the reasons for its occurrence; the presence of powerful motivation to overcome it; conditions and resources to remove this obstacle, including professional help.

As means of overcoming language barriers, we can offer:

- creation of a favorable psychological climate in the student group (the teacher's emphasis on moments of success, achievements in students' mastery of a foreign language, creation of communication situations in which the student is convinced that its successes are a manifestation of its abilities);
- a corrective effect on an inadequate level of harassment and self-esteem (increasing educational motivation by including students in collective creative activity, structural organization of the group goal and its correlation with personal tasks);
- formation of communication skills through the activation of reserve personal capabilities and the use of students' social experience (organization of collective activities, during which students determine their communication abilities, master communication techniques) [4].

The creation of an emotionally favorable atmosphere in the classroom contributes to the involvement of even the least active students in the lesson, makes it possible to overcome the existing fears of students, in particular, in front of the teacher, the fear of making a mistake, etc. An effective way to reduce tension is to start the class with a joke or a small language game. A possible technique is also a "deliberate mistake", which the teacher makes on the board and asks the students to correct it. This technique demonstrates that the teacher is tolerant of mistakes, is not afraid of them, and therefore students should not be ashamed of them either, most importantly – correct them. It is also important to support the students' desire to express themselves, because this contributes to the improvement of students' self-esteem and gives them a sense of security. To relieve emotional tension, it will also be appropriate to use the "mask method", which consists in the student's communication during the lesson not on its own behalf, but on behalf of a certain person, a well-known character. Thus, the level of language proficiency and possible mistakes of the student are attributed to this character, which significantly reduces the fear of public speaking and optimizes the process of foreign language communication. But it should be remembered that all the proposed techniques and methods in the Chinese classroom should be used only when the teacher has studied the student classroom and prepared it accordingly, because these techniques are not peculiar to the Chinese educational system, which will be discussed later.

The role of the teacher in overcoming the language and psychological barriers of students is leading. Favorable factors of this are:

- high psychological and professional competence;
- knowledge and application of innovative teaching methods;
- intensification of training;

- formation of the necessary individual and personal traits;
- constant purposeful work on improving the course;
- direction to the formation of students' stable positive motivation and interest in learning the language;
- creation of the necessary language environment;
- application of an individual approach in education, etc. [3].

Overcoming language barriers that negatively affect the effectiveness of the educational activities of Chinese students, restrain the implementation of their acquired knowledge, abilities and skills, inhibit the disclosure of creative abilities is an important condition for ensuring the successful formation of professional and communicative competence in them.

8.2 THE MENTALITY OF THE CHINESE AND THE PECULIARITIES OF THE CHINESE EDUCATION SYSTEM IN COMPARISON WITH THE UKRAINIAN EDUCATION SYSTEM

Foreign students who integrate into the new conditions of university education in Ukraine face a wide range of difficulties. This is the cultural heterogeneity of the educational environment, which complicates intercultural interaction, and low motivation to study, etc. Overcoming educational-cognitive, communicative difficulties hinders the assimilation of knowledge, leads to disappointment in the quality and organization of educational activities. The most difficult problem of professional training of foreign students in higher education institutions is their professional training in a foreign language, which should become not only a means of communication in multicultural communication, but also a tool of professional and cognitive activity. The effectiveness of professional training of foreigners is related not only to the quality of the educational process in Ukrainian higher education institutions, but also to the psychological and personal characteristics of students, to their ethno-psychological characteristics, to the uniqueness of their native language and culture.

It is a generally recognized scientific fact that relying on the ethno-psychological and ethno-cultural foundations of the personality of foreign students allows us to take into account both the influence of the native language and the features caused by the specificity of their linguistic picture of the world, which is the basis of the deep processes of perception, processing, storage and use of the information they receive, which means that it contributes to increasing the effectiveness of teaching a foreign language and culture. If the teacher has knowledge about the mental differences that determine the emotional reactions of students, their way of thinking, the peculiarities of national behavior, it is able to create a favorable psychological atmosphere for students, methodically competently and effectively organize the educational process, and determine the strategy of studying foreign students.

As for foreigners studying Ukrainian, this rule is most relevant for Chinese students because of the fundamental difference between Chinese and Ukrainians as representatives of two cultures:

Eastern and Western. Ukraine and China are partner countries with long-standing traditions of co-operation and a rich history, but at the same time, learning Ukrainian as a foreign language for the Chinese is quite a serious problem, primarily due to cultural differences and national peculiarities of the education system. Traditional methods of teaching the Ukrainian language as a foreign language to Chinese students do not bring the desired results due to significant differences between the typologically distant Chinese and Slavic languages, not communicative, but rational-logistic style of language acquisition by the Chinese, differences in the mentality of Slavic and Eastern personality psychotypes, fundamental differences education systems of Ukraine and China [6]. The Chinese education system is dominated by the knowledge paradigm and corresponding forms of education, focused on memorization, repetition, performance of written and control works, minor inter-subject connections in education.

In order to determine the peculiarities of pedagogical communication with Chinese students, let's turn to a more detailed description of the mentality of the Chinese, to determine the main features of their national character. Among the national characteristics of the Chinese, first of all, such traits as restraint bordering on coldness, discipline, purposefulness, closedness, which have been formed over thousands of years and are the result of upbringing, can be named. The Chinese mentality is characterized by traditionalism, conservatism, and the preference of introverted orientations over extroverted ones. We should also mention such features of the communicative behavior of the Chinese as the cult of honoring the elder, which influenced the formation of national traits of politeness and politeness (hence the expression "Chinese ceremonies").

For the Chinese, collectivism is more characteristic than the attraction to individuality, the unconditional readiness of the individual "I" to dissolve in the general "we", the sense of collective responsibility is highly developed, which explains the close relationships in the family, work team, social group, etc., respect for the collective work and personal modesty [7]. The Chinese have such national psychological qualities as high dependence on the group, a specific unity based on a clear division of roles, a high degree of trust in the opinion of the group, as well as a special character of compassion and experience. The peculiarity of the historical, socio-political, economic and cultural development of China influenced the formation of such traits as diligence, patience, endurance, tenacity, persistence, endurance, coolness, calmness. Unpretentiousness, moderation, and adaptability have become a complex of the Chinese national character [8].

In order to better understand the problem under consideration by us, it is necessary to outline the differences in the approach to language learning in the Ukrainian and Chinese educational systems, which affect the success of Chinese students in learning Ukrainian as a foreign language. The Chinese secondary education system considers the main task of the student to memorize a large amount of material and reproduce it, which does not involve either analyzing it or expressing one's attitude towards it. A large number of students in the class (50–70 people), daily control test works in which the student uses mostly logic, does not provide an opportunity for the development of individual creative features. In the process of learning in a Chinese school, the skills of predicting the content of a text by its title or keywords are not formed; lexical-grammatical exercises,

reading and translation tasks prevail, and the knowledge control system cultivates written forms of answers, so Chinese students are better at performing tasks related to written control and visual support.

Implicit learning is typical for the Chinese, which occurs without awareness of what exactly is its subject, and is independent of the student's goal and awareness of the acquired knowledge. Therefore, non-verbal communication in the form of eye signals and gestures is important for them in the learning process.

For the Chinese, the main channel of information perception and storage is visual. Under the influence of national traditions, the Chinese have formed a context-dependent style of cognitive behavior in learning (the use of individual cognitive strategies), in which the learning material is learned in context, that is, there is a connection of new information with the situation, events, and background knowledge. This type of cognitive behavior is due to their native hieroglyphic writing, which relies on visualization, so it is much more difficult for Chinese students than for speakers of other types of cultures to single out and analyze an object, ignoring the surrounding context.

Compared to the Chinese teaching system, the teaching methods actively used by teachers of Ukrainian institutions of higher education are new for students. Thus, teachers often choose conversation as the main form of work in class, trying to conduct a full-fledged dialogue with each student, to involve it in the subject of discussion. But this form is initially unacceptable for the Chinese, which is connected with the peculiarities of the relationship between teachers and students in China, where respectful attitude towards the teacher, its unquestionable authority, is brought up from the school. And that is why classes built in the form of a discussion, which can naturally lead to disputes between the teacher and the student, cause them psychological discomfort. Also, the problem of using this form in classes can be that representatives of Chinese culture tend to develop arguments in a spiral, due to which they gradually expand and deepen them. Spatial deviations from the main topic of conversation, an indirect way to the goal of their statements are typical for representatives of European culture.

Observations of students' educational and professional activities, as well as the data of the Eysenck diagnostic test conducted by us with the participation of 71 Chinese students, give us reasons to assert that according to the response type "impulsivity/reflexivity" foreign students from China are more inclined to reflection, make decisions based on careful thinking about the situation, they try not to make mistakes, which is why they collect more information before giving an answer, but they successfully apply the strategies learned in the learning process in new conditions.

Chinese students are impressed by the type of teaching in which the instructor thinks through the course of the lesson, strictly allocating time to each of its stages, which ensures an even and dynamic pace of the lesson.

The relationship between teacher and student is also special from the point of view of the Chinese. The teacher is the main subject of the learning process for Chinese students. For them, the "pedagogy of cooperation" adopted in Ukrainian education cannot be effective. The democratic, creative model of communication between the teacher and the student causes opposition due to

the formed stereotypes. The Chinese student often perceives the possibility of a dialogue with the teacher as weakness and lack of authority on the part of the teacher. Attempts by the teacher to rely on feedback from students when explaining new material, judging by their reaction, cause them rejection and surprise [6].

Usually in a Chinese team there is one leader, the others are subordinates. In the context of learning for students, the leader of the group is the teacher. Chinese students believe that their success directly depends on the leader – the teacher, so they are ready to agree with its opinion and believe that the teacher is always right and it is not acceptable to argue with it. Given this attitude towards the teacher and the ideas of collectivism, a strong motivation factor for students is the approval of their actions by the teacher and the study group.

For Chinese students, it is important not so much to receive approval from the teacher, but to focus on the mistakes they have made. The Chinese believe that a teacher should understand the complexities that arise in their education, care about the student as an individual. In a traditional Chinese school, students answer the teacher's question "Do you understand?" will never give the answer "no", even if they really had difficulties in the process of learning new material [8]. However, this should not be understood as the absence of questions: it is customary for Chinese students to ask the teacher questions individually after class. The explanation for this habit is also the culture of collectivism: usually, Chinese students try not to stand out and not to draw too much attention to themselves. Therefore, when working with Chinese students, it is always necessary to ask indirect questions about their correct understanding of the educational material. Taking into account this feature, the teacher should repeat the material in the next practical classes and conduct a short control.

The heterogeneity of the Ukrainian and Chinese languages (fundamental differences in phonetic systems, alphabetic and hieroglyphic writing, imagery as the basis of the entire system of the Chinese language, the absence of an international layer of vocabulary in the Chinese language, which in some technical sub-languages makes up to 50 % of the entire terminosphere – these are only a small part of the differences) causes a large number of difficulties that arise for Chinese students during the study of the Ukrainian language as a language of professional communication.

8.3 PECULIARITIES OF PEDAGOGICAL COMMUNICATION WITH CHINESE STUDENTS IN THE PROCESS OF LANGUAGE TRAINING IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

Despite all the above-mentioned differences in pedagogical systems and methods, the Chinese contingent of students is distinguished by a number of positive academic qualities that make it possible to significantly improve the process of their Ukrainian language learning. These are diligence, systematic thinking, well-developed mnemonic skills, writing skills, the ability to work with a dictionary, etc. At the same time, Chinese students often work more slowly in class than other foreign students, and think for a long time to understand the learning material correctly.

The teacher needs to take these points into account and devote more time to thinking about the new material and understanding it.

Based on the features of the Chinese language system and the sequence of language acquisition, it is possible to draw some conclusions regarding the specifics of information perception by students who are native speakers of the Chinese language. These are the features of perception, processing, reproduction and storage of information, as well as the specifics of cognitive strategies and the emotional sphere of the individual.

Ukrainian and Chinese languages are typologically far from each other. At the phonetic level, they differ in the specificity and quantitative composition of sounds. In the Chinese language, one syllable is a character that already has a certain meaning, similar to a word in the Ukrainian language. The Chinese syllable contains two structural elements that have their strictly defined place: the consonant sound is located at the beginning of the syllable – the initial, and at the end of the syllable – the final. In Chinese, unlike Ukrainian, it is impossible to combine consonants. Chinese words are unstressed, but each syllable must be pronounced with one of four tones. At the same time, there are no unstressed syllables characteristic of the Ukrainian language. Due to the absence of the sounds [ɕ], [ʂ], [ʐ], [ɹ] in the Chinese language, there is no distinction between consonant sounds in terms of deafness/loudness, so the Chinese do not hear the difference between the sounds [ɕ] – [n], [ʐ] – [k], [ɹ] – [t]. There is also no differentiation of consonant phonemes by hardness/softness characteristic of the Ukrainian language, but there are paired consonants by aspirated/unaspirated. It is for this reason that Chinese students pronounce hard and soft consonants equally. In the Chinese language, the division into syllables coincides with the morpheme division of the word, and in the Ukrainian language, the syllable does not always reflect the significant part of the word; consonant sounds in the Chinese language take a certain place in the composition of the syllable, and in Ukrainian – an arbitrary one, in the Chinese language there are diphthongs (ей, ой, юйе, ie), but in Ukrainian they are absent. Difficulties in the formation of phonetic competence are also associated with English-Chinese-Ukrainian interference and graphic interference of the Cyrillic and Latin alphabets.

For the most part, Ukrainian teachers pay attention to the formation of the skills of pronunciation and perception of sounds, the sound envelope of a word, and the skills of perception of speech flow. But as a result of training, students, possessing the skills and abilities of the main types of speech activity, cannot always correctly identify the phonemic composition of individual Ukrainian words.

The linguistic system of the Chinese language is ideographic, that is, behind each of its signs a frame, a kind of integral image of an object, is fixed. The Chinese language uses a graphic sign system – hieroglyphs. A hieroglyph is a figurative sign in the ideographic writing system, which means a concept, syllable or sound. That is, the basis of the Chinese language system is imagery. It is on the images of the outside world that key hieroglyphs, which are part of other hieroglyphs, are built. For example, 山 (shān) is a mountain. This is an example of a hieroglyph created in the process of observing nature, the three vertical lines are the tops of the mountains, the horizontal line is the foothills. The integral image of the object is created both externally, through the

graphic image of the hieroglyph, and internally, in the form of actualization of the semantics of the object or phenomenon.

The Chinese language already at this level has the characteristic of a sign-image, while letters in the Ukrainian language, from the point of view of the Chinese, do not have similar imagery in their image. At the same time, the Ukrainian language, no less than Chinese, is figurative. Its imagery is expressed in a large number of synonyms, antonyms, metaphors, phraseological units and other means of expression and imagery of language, which often cannot be understood in the direct lexical meaning of the word. There is one more feature of the Ukrainian language, without which its study will not be successful. If in the Chinese language one character usually has several images, then in the Ukrainian language polysemy prevails, which excludes mechanical translation and understanding of the language and text. This leading method in the teaching of Ukrainian language to Chinese students should be comparison, which makes it possible to highlight the commonalities, differences and specificities in two languages, native to the student and foreign.

Let's pay attention to the leading channels of perception, with the help of which a person receives information. Chinese speakers have well-developed visual and auditory channels of perception, because characters are primarily perceived through visual and auditory analyzers. The consequence of this is that in the process of reading, the ratio of visual and auditory information is necessary for them. In the process of speaking, the auditory channel of perception dominates, and in the process of writing – visual in combination with kinesthetic. The kinesthetic channel of perception is also well developed, because a Chinese speaker needs a clear knowledge and understanding of the order of writing the character. These operations of constant correlation of information coming from the analyzers are performed by the right hemisphere of the brain, which provides language-mediated holistic perception of the image of the object. In general, the brain of a Chinese speaker processes information received through three channels of perception simultaneously (audiovisual is dominant).

Rich personal experience of working with Chinese students makes it possible to note the following features:

- visual images of information presentation are better perceived by them than textual or exclusively sound methods of information presentation;
- presentation of material systematized with the help of diagrams and tables is effective;
- when relying on the text, Chinese students perceive it as a complete image;
- they separate a part from the whole more easily than vice versa.

It is especially problematic for the Chinese to master such a language activity as "speaking". The reasons for this were discussed by us above. To overcome these difficulties, the teacher needs to plan the educational process so that all types of language activities are organically connected. An important stage in mastering the Ukrainian language is such a language activity as "reading". The difference in perception of world pictures leads to the fact that quite often Chinese students do not understand the logic of the Ukrainian text, its causal, associative, and sometimes intuitive connections. They do not know how to perform logical operations, and elementary questions of the

teacher can cause difficulties. This must also be taken into account when selecting educational material for Chinese students.

The majority of Chinese have a non-communicative style of learning foreign languages, the situation of real communication causes them problems: they easily perform substitution exercises, but hardly master speaking skills. Communication-oriented lessons in the Chinese audience are perceived as something completely new and initially incomprehensible to them. Formulating one's own opinion or one's own statement in a foreign language without memorizing language clichés requires a lot of effort from them [9]. Difficulty is caused by overcoming a psychological barrier in the process of communication until the student has complete confidence in obtaining the appropriate level of learning the vocabulary and grammatical system.

It is necessary to note such a problematic aspect of communication as emotionality and active gesturing. Unlike the Ukrainian culture, where it is common and understandable for native speakers, there is no such thing in the communicative behavior of the Chinese, on the contrary, restraint and subtle non-verbal communication are considered the norm.

Methods of familiarization with new material distinguish Ukrainian students from Chinese students: for the former, audio perception is relevant, for the latter – visual perception and speaking. The learning process of Ukrainian students is largely related to guessing, analysis (word-forming, contrastive, linguistic, contextual, etymological), generalization, forecasting, systematization. Chinese students prefer translation, interpretation through synthesis (summarization of features), comparison and selection based on similarity of features. The Chinese are used to this type of tasks, such as question-answer, picture description, retelling, essay, reading texts. Therefore, when familiarizing Chinese students with new material, such national didactic stereotypes should be taken into account, such as visual clarity, the use of semantics, interpretation and translation, clear instruction, a deductive way of presenting the material, and the use of question-and-answer form.

At first, Chinese students are not inclined to role play, they are closed to improvisation, acting out situations, interviewing, discussions, competitions in class. But overcoming this can be helped by the gradual formation of a sense of individual success in the group, which helps to overcome natural shyness.

From a psychological point of view, this is a consequence of one of the features of the Chinese mentality, which is more focused on internal mental and intellectual activity, and the fear of "losing face", which is unacceptable for the Chinese. Therefore, Chinese students need regular practice to automate speech patterns, and the teacher, correcting their mistakes, should remember this feature of the Chinese national behavior and show restraint and tact towards them.

It should be noted that, for example, in the texts of lectures on the specialty, the vocabulary (including stylistically colored), types of word connections, syntactic organization of the text, etc. cause difficulties in understanding for the foreign recipient. The sound method of text transmission also leads to problems of understanding what is heard. This is explained by the fact that teachers of professional disciplines have an individual manner of speaking, intonation, articulation, tone of voice, pace of information delivery, use of professional slang. Ukrainian students, being in

their native language environment, quickly perceive the pace of the teacher's speech, words used in a certain technical "tsarina", paraphrases or aphorisms that color the speech of teachers of specialized disciplines, Ukrainian students also have a semantic guess if the teacher uses certain techniques of extralinguistic communication (facial expressions, gestures), they are able to quickly react and answer the teacher's questions. Foreign students – representatives of different types of cultures – experience significant difficulties for various reasons, as a result of which the level of motivation of students regarding the acquisition of professional and communicative competence decreases, their activity regarding inclusion in professional communication, the level of understanding of perceived educational information decreases. In addition, it is known that with the sound method of information transmission, it is impossible to return to what was heard, and the visual supports used by teachers in the educational process are mainly aimed at Ukrainian students.

Teaching in China is aimed at visualizing what is being studied, so Chinese teachers take a meaningful approach to the selection of educational and methodological materials. For example, preference is given to structured presentation of information in the form of tables, diagrams, charts, etc. These skills, developed by Chinese students through long practice, must be used during their studies in Ukrainian institutions of higher education.

Therefore, the following features of Chinese students can be identified: visual images of information presentation are better perceived by them than textual or exclusively audio methods of information presentation; more effective is the presentation of material systematized in the form of diagrams and tables, the use of illustrations, video and audio materials; due to the presence of visual support, they perceive the text as a complete image, it is easier to separate a part from the whole than vice versa; it is better to consolidate acquired knowledge through the kinesthetic channel of perception by manipulating cards, objects, staging, etc.

Based on this, such psycholinguistic methods as directed associative experiment and verbal-associative network can be recommended in working with Chinese students. The first method is characterized by the fact that in response to the stimulus words, the student answers (or writes down) not any words that come to its mind, but in accordance with the teacher's instructions. Difficulties in the implementation of this method are the teacher's formulation of questions for stimuli that will be able to cause the necessary associative reactions in the student. An associative-verbal network is a model of the verbal-semantic level of an average linguistic personality obtained as a result of a mass free associative experiment. The associative-verbal network method makes it possible to determine with which associations and phenomena of the surrounding world this or that concept is connected, that is, how a holistic idea of the subject of speech is created. Also effective in teaching the Ukrainian language in the Chinese audience is the technique of probabilistic forecasting (filling in text gaps and completing sentences). It is based on the postulate of fixing the word in the consciousness of the individual in typical contexts, which allows predicting the possibility of the appearance of the final version of the statement.

In today's conditions, the education of foreign students, including Chinese students, is carried out online, therefore all the above features of pedagogical communication with Chinese students

must be taken into account in the process of implementing this educational form, which involves synchronous distance learning, during which students must be present near mobile devices simultaneously with the teacher according to the schedule.

8.4 POSSIBILITIES OF USING INNOVATIVE TECHNOLOGIES IN THE PROCESS OF ONLINE EDUCATION OF CHINESE STUDENTS OF UKRAINIAN AS A FOREIGN LANGUAGE

According to the Ukrainian State Center for International Education of MONU, before the pandemic in the 2020–2021 academic year, 4,055 Chinese students received higher education in Ukraine. In connection with the pandemic and the start of the war in Ukraine, the absolute majority of Chinese students left the country and now continue their studies remotely. This fact necessitates the use of innovative technologies, the development of special methodological techniques for online teaching of the Ukrainian language as a foreign language to Chinese students.

Online education of foreign students should be carried out through personally oriented and activity-based approaches to education. At the center of the pedagogical process should be a specific foreign student, its educational and cognitive activity, which is carried out in accordance with an individual study program; education is built on the basis of pedagogical communication with the teacher and communicative interaction of students among themselves, cooperation in the process of cognitive activity; the student independently acquires knowledge using the latest pedagogical technologies that increase motivation and reveal the internal reserves of each student; control has a systematic nature and is built on the basis of operational feedback embedded in the text of the educational material, or delayed control [10].

Comparing remote and traditional forms of learning the Ukrainian language as a foreign language, one cannot fail to note such advantages of the latter as direct contact between the student and the teacher during the learning process, which is the most important in the preparation of Chinese students. But, taking into account the current situation in Ukraine and the world, it is necessary to focus efforts on the fact that the remote form of learning the Ukrainian language as a foreign language could become the optimal alternative. In the educational process with Chinese students, distance learning is also complicated by the fact that for Chinese citizens, access to popular video communication platforms and programs, such as YouTube, Google Meet, Skype, etc., is absent or significantly limited.

Based on the psychological and pedagogical features of Chinese students' education that we have considered, we consider it appropriate to recommend the following innovative methods and methods of teaching this contingent of students of Ukrainian as a foreign language, which must be taken into account by the teacher in the process of organizing distance classes. The most effective is direct interpersonal communication, because only during "live" communication the teacher can use all channels of information perception by the student (visual, verbal, kinesthetic). If it is impossible to hold regular remote classes, it is necessary to use tasks for independent work that

contain elements of "live" communication (video clips, audio recordings, composing a story based on illustrations, etc.).

The most difficult part of learning a foreign language is the grammatical aspect, which is also the most important, because full-fledged communication cannot take place in the absence of a grammatical basis. However, modern communication-oriented programs on the Ukrainian language as a foreign language do not involve a thorough study of grammar. In addition, as practice shows, students often know grammar rules, do not make mistakes in exercises, but do not know how to apply this knowledge in situations of real communication. In our opinion, when selecting grammatical material, the emphasis should be on the active and productive grammatical minimum. Regarding vocabulary, it is appropriate to focus students on learning new words and expressions in context. Under these conditions, the teacher's task is to teach Chinese students the most effective methods of memorizing vocabulary with the maximum involvement of all types of memory: visual, auditory, motor, logical (for example, the method of mnemonic associations, selection of antonyms and synonyms, etc.). For the development of speaking skills, an effective technique is the study of clichéd expressions, speech formulas, which help to get rid of tension in speech and make it more alive. Such words-substitutes for pauses in speech help to stay confident in a conversation, allow to achieve a quick and desired effect in communication and provide the student with time to search for the appropriate verbal design of the thought. Speech formulas allow to speed up the mental processing of information, therefore, from the point of view of psycholinguistics, the human brain tends to minimize analytical resources, and if it is only guided by a system of rules, it will feel an additional load, because it is forced to use all possible linguistic resources.

One of the effective methods of removing the language barrier is edutainment (education + entertainment) – a pedagogical technology that is a combination of modern technical and didactic teaching tools and is based on the concept of learning through entertainment. The essence of edutainment is that knowledge should be transmitted in an understandable, simple and interesting form, as well as in conditions that are comfortable for the student. The specificity of this technology is an emphasis on fascination (interest becomes important for the educational process, which with competent development will lead to the accumulation of knowledge in the student) and motivation through entertainment (satisfaction obtained in the learning process contributes to the discovery of the student and the formation of a sustainable interest in the educational process). The use in our practical work of such modern means of edutainment as comics, videos, educational games, electronic textbooks and simulators, TV programs, online versions of museum exhibitions and excursions, master classes, etc. confirmed their positive impact on overcoming the language barrier among students.

At the stage when Chinese students are already used to the teacher, and it has already felt that it can confidently manage the emotional atmosphere in the group, it is necessary to use such an innovative method as educational gaming, the purpose of which is the formation of certain skills, the development of certain abilities, learning to communicate, development necessary abilities and mental functions, memorization of language material, etc. Let's pay attention to the fact that

the use of the game gaming method not only organizes the process of communication in a foreign language, but also brings it as close as possible to natural communication. There is no doubt that a well-thought-out and methodically competently organized game is such a means of learning that allows to comprehensively solve tasks of both a practical and an educational, developmental, educational nature.

The learning process using gaming as an educational technology is characterized by certain features. This is the maximum approximation of situations simulated in class to real communication conditions; the combination of theoretical knowledge with practical activities, which involves the formation of practical skills; ensuring students' interest in acquiring knowledge, which is carried out due to the meaningful nature of the game situation itself; independence of study participants, because students themselves make decisions, choose strategies and tactics of behavior; development of students' initiative and creativity; achieving a high intensity of intellectual work, which is especially significant in the conditions of a competency-based approach to education; by changing the nature of the relationship between the student and the teacher – the student plays an active role in education ("subject-subject" relationship, which is the basis of the professional and personal development of specialists); formation of educational cooperation; development of practical skills of teamwork, understanding of conditions and principles of collective activity; strengthening the motivation of learning, self-evaluation of the results of one's activities in the conditions of game actions, since the decision made by the player is based on its own experience. Thus, reflection of one's own behavior, verbal and non-verbal, becomes a distinctive feature of gaming.

The use of gaming in Ukrainian language classes where students need to solve a hypothetical professional situation is especially significant. Generating their own ideas and at the same time using the Ukrainian language as a language of specialization, students learn the material better and gain professional experience. In the process of the educational game, conditions are created that contribute to the involuntary assimilation of the material, the development of students' creative abilities and activity. In addition, the unusual form of conducting classes, its non-pattern, non-standard nature contribute to maintaining interest in language learning. Gaming technology allows to provide not only individual, but also paired, group, collective forms of work in class, which gives every student the opportunity to use study time as efficiently as possible. The game's ability to illustrate the action of a certain language phenomenon, the possibility to immediately try it in practice, and in case of failure to repeat it even before it is fully mastered, justify the use of the game both as a means of visualization and as an exercise.

The peculiarity of educational gaming is that it is included in the educational process as a creative educational task and presents students with a task (problem or problematic situation) that must be solved immediately, which means that it provides real conditions for active speech activity, promotes formation and development foreign language speaking skills. Solving the problem requires the student to analyze and summarize data, predict actions, review and select the necessary knowledge, abilities and skills in a specific activity, available in the student's arsenal, make a decision, approve and check it, that is, a game for a student is also a language exercise. Obtaining

a certain result in the process of solving a game task, associated with success or failure, forces the student-participant of the game to instantly react to the situation and, if necessary, to change the strategy and tactics. The solution of the game task requires the student to update the acquired knowledge, skills and abilities and gives an opportunity to demonstrate everything it has learned over a certain period. Thus, for the student, the game is also a kind of means of report, which justifies its use as a control or assessment work.

It is effective to compare Ukrainian-language material with Chinese-language material in cases where such a comparison is possible. Comprehensive training in all types of language activities is also necessary, but the main attention should be paid to listening and speaking. The use of such information stores as electronic dictionaries and grammar guides can be successful. The teacher should use all possible means to encourage students to be active in the classroom.

An actual innovative technology in the education of foreign students is scribing, which can be presented as the art of visual thinking and a graphic way of communicating with the audience, which consists in creating a series of small clear drawings, graphic symbols that make the meaning of a lecture or presentation more transparent and accessible and are created directly under time to explain certain material. This technology has great potential when studying a new topic, as it interests students in the brightness of graphic images and contributes to better memorization of basic terms and concepts [11], allows to visualize key elements of theoretical material, helps to establish logical relationships between basic concepts, illustrates complex phenomena and processes at the stage of generalization of the studied topic, brainstorming and reflection in class [12]. Working with scribing in the class contributes to the development of students' logical, figurative and associative thinking, the ability to analyze and compare, imagination, creativity, the activation of cognitive interest, the increase of motivation for the discipline being studied, the formation of communication skills, the ability to work with information, the ability to logical conclusions, before making analogies.

Scribing offers broad prospects in the language training of Chinese students. Studying the Ukrainian language as a foreign language is a complex, time-consuming process, which involves learning one of the most complex systems of case endings, memorizing the rules for the correct use of verbs of motion in the language, memorizing exceptions and special cases of the use of certain verbs, nouns, prepositions and others. It is easier to cope with this difficult task using a modern visualization and visualization tool – scribing. Since one of the most important problems faced by foreign students is the correct assimilation of discursive strategies and tactics and the ability to use them in language behavior, the process of working on a scribe enables students to master the mechanisms of text comprehension (in particular, learn to highlight key words), be able to distinguish the main thing is to decode it in the secondary text, to convey your thoughts and feelings competently, accurately, logically, to build texts based on ready-made scribings (in particular, made by other students).

Various types of scribing are used in modern pedagogy. Hand-drawn scribbles are diagrams, diagrams, keywords, symbols. In application scribing, ready-made images corresponding to the audio

text are pasted on a sheet of paper. Magnetic scribing is similar to applique, but the images are attached to the presentation board with magnets. Computer scribing involves the use of computer programs and online services. It can be created using the PowToon service of the VideoScribe program. VideoScribe allows to choose the color and texture of the background, the font and the option of the image of a hand holding a pencil or brush. There are other resources on the Internet that help create scribing presentations: GoAnimate (the service turns the presentation into a cartoon), the Wideo service (which allows to add images, characters, music to the presentation), Moovly, etc. Video scribing is a video recording of drawn or other scribing. In combined scribing, various image forms are combined.

The use of mind mapping technology (mental maps) is appropriate in the education of Chinese students. The basis of mental maps is schematization, coding of information, its presentation in the form of conventional symbols and, if necessary, short written explanations for them. The source of mindmapping technology is an idea of the principles of the human brain (associative thinking, visualization of imaginary images, holistic perception (gestalt), etc.). Based on this, an effective way of structuring information for memorization and subsequent reproduction is to give the source material a "tree" structure. Such structures are widely used wherever it is necessary to briefly and compactly present a large amount of information. When creating mind maps, you should avoid the use of ready-made traditional forms, tables and diagrams, because they adapt the mental process to them, limiting thoughts to the initially set standard framework. Connections displayed by a mental map can be not only logical, but also associative, and records – not only terminological, but also figurative, approximate.

Mind mapping as an educational technology can be used both by the teacher in the process of explaining the material or its systematization, and by the student for effective memorization, comprehension or reproduction of educational information using convenient symbols and images. The map, which is presented by the teacher immediately in its final static form, loses its ability to visually reflect the dynamics, the course of the thought process. Therefore, it is very important to create a map gradually, adding elements to previously prepared images or drawing it online, illustrating step by step the stages of reasoning or narrative, considering each branch that departs from a meaningful core, both separately and in connection with others. The own experience of using mind mapping allows you to positively evaluate the possibilities of this technology in the formation of lexical and grammatical skills, the development of written speech and listening, composing a monologue, where the ability to generate one's ideas, find cause-and-effect relationships, the most rational solution, draw conclusions is necessary.

In the process of work, it is possible to use mental maps both for introducing and consolidating, and for controlling lexical material on a certain topic, offering students to present vocabulary in the map as a complex system of logical connections, where lexical units are not presented in isolation, but in connection with by others; for the assimilation and systematization of grammatical material, drawing up plans for retelling texts and verbal supports for monologue speech. When preparing for a monologue, we suggest that students use a self-created mental map, which will act as a visual

support during their speeches, and will also become such a way of visualizing information that, in the process of presenting it to the audience, will contribute to more effective perception and memorization of the necessary facts by listeners.

8.5 DISCUSSION OF THE RESULTS OF SECTION 8

Summarizing the work on the topic, we suggest that students independently make a mental map of the knowledge they have acquired, highlighting red areas (unlearned space), green areas (learned concepts), blue areas (partially understood). In this case, it is easier for the student to analyze its gaps in knowledge, and for the teacher to see the real results of the studied topic.

Distance education provides students with the opportunity to systematically accumulate educational information. They can download and save learning materials, work with them at a convenient time, managing their learning process, which motivates students and promotes better learning. The use of presentations is also very productive in the remote form of language learning for Chinese students, which makes it possible to rely on the audio-visual series, since the duplication of lexical-grammatical material on the screen helps students to concentrate on the tasks being performed.

The distance form of education provides the teacher with the opportunity to manage the educational process. If the traditional form assumes the role of the teacher as the main and direct source of information, then in the conditions of distance learning, it gives up this role to interactive computer training programs, and its function is to organize, regulate and manage the educational process [10]. Therefore, in the process of developing materials for distance learning of Chinese students, we recommend relying on their independent work with pre-prepared electronic educational materials.

It can also be useful to use as tasks for independent work, primarily listening, reading Internet resources for foreign students to learn the Ukrainian language. These can be, for example, Ukrainian lessons (a site containing digital recordings of radio and television broadcasts, linguistic and cultural texts), Internet Polyglot (a resource where Ukrainian words can be explained in Chinese), Hosgeldi.com (vocabulary simulator), 50Languages (100 lessons, each of which contains audio files, the texts of which were voiced by native speakers of the Ukrainian language), "Step to Ukraine" (an educational site that hosts materials for learning the Ukrainian language and culture), the Corpus of the Ukrainian Language (a resource that allows you to familiarize yourself with the implementation of Ukrainian token in specific contexts) etc.

Taking into account the ethnopsychological specificity of foreign students is an effective means of increasing the effectiveness of the process of mastering the Ukrainian language. The reorientation of Chinese students to new educational strategies should take place on the basis of the methodologically appropriate use of Chinese linguistic and didactic traditions, which are characterized by the priority of reading, writing, grammar, vocabulary accumulation, system

control and relying on the developed national characteristics of the Chinese: a high level of mnemonic abilities (memorization, classification), advantage of visual and auditory channels of information perception, etc. Liberation from national didactic stereotypes (mandatory visual clarity, use of translation, clear instruction, deductive way of presenting the material, use of question-and-answer form) should occur gradually. Features of the Chinese mentality, such as strict hierarchy and control, tendency to monotonous work, clarification, detailing, concretization, pragmatism require the teacher to combine individual and collective forms of work in the Chinese audience. It is also necessary to remember that the result of systematic control in the lesson should mostly be analysis than criticism.

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CONCLUSIONS

Based on the conducted research, the following results can be distinguished:

1. The modern psychology of finance appears in a close relationship with the process of socio-economic and economic activity of our country. Awareness of the essence, trends and problems in the psychology of finance makes it possible to more adequately and purposefully use human potential for the formation of a new approach in Ukraine in the conditions of globalization, European integration and the transition to an innovative economy.

2. To create a collective image of an African, Turkmen, Moroccan and Mongolian student, highlighting their essential individual and psychological indicators.

African student: anxious, prone to depression and hypochondria; often unsure of its abilities (low self-esteem); reverently refers to the peculiarities of its culture; which requires a tactful attitude, showing care, social support; executive and disciplined, mostly motivated to get quality professional education.

Turkmen student: careful; oriented to a specific approach in actions (for the benefit of a friend/relative, not the law); ethnocentric (prefers communication within its national diaspora); prone to an individual form of educational activity; allows subordination to the teacher in the educational process; weakly motivated for educational and cognitive activities, undisciplined (often late and missing classes); is characterized by a weak degree of motivation to obtain professional education.

Moroccan student: more inclined to interaction, participation in social activities, has hobbies and interests, more pronounced aspirations to participate in academic activities and work duties; unpunctual, has a habit of being late, does not calculate time; does not like monotonous, monotonous work and tends to build its work on distractions – prefers communication; often emotionally unstable, can show aggressiveness; characterized by an external (external) locus of control.

Mongolian student: energetic, impatient, ambitious, prone to antisocial actions; at the same time, it is distinguished by a high degree of self-control and restraint of emotions; characterized by a high degree of involvement in the educational process, competitiveness; has communication problems related to the difficulty of learning the phonetics of the Ukrainian language; motivated to obtain a diploma of the Ukrainian HEI.

3. Taking into account the systematized functions of work programs and the principles of selection of educational material, we believe that the invariant model of the program should be supplemented with another element of the organization of the educational process, which will be oriented to all participants of the educational process (not only teachers, but also students). These should be reference materials that will contain a variable set of implementation of the invariant catalog of communicative minimums (intentional, phonetic, lexical, grammatical components), as well as a genre-thematic typology of educational texts and discourse samples.

4. It has been proven that the use of multimedia technologies in teaching Ukrainian as a foreign language allows to significantly expand and diversify students' activities, which in turn has a positive effect on the results of their mastering the language of professional education.

5. It has been proven that regular referrals for practice, internships and participation in the Institute's events are effective ways of cooperation with the Kamianets-Podilskyi State Institute, as they help students gain practical experience and develop as specialists. In addition, these methods can help reduce the problem of inflated salary and career expectations, as students will have a more realistic view of their options after graduation.

6. It has been proven that social networks have a significant impact on students' lives and on the pedagogical process: the use of social networks can help students improve their skills of interaction, communication and cooperation with other people, as well as increase their motivation to study; the use of social networks can also have a negative effect on students, as it can distract them from the educational process and contribute to the development of bad habits. Therefore, it is important to balance the use of social networks in the educational process, integrating them into the educational process only when it can bring a significant positive impact on student learning.

7. The presented theories of communicative competence and intercultural sensitivity reveal the necessary qualities of a person as a social being, determine the necessary level of its social maturity in order to observe the priority of universal human rights and values in society.

8. It has been proven that taking into account the ethnopsychological specificity of foreign students is an effective means of increasing the effectiveness of the process of mastering the Ukrainian language. The reorientation of Chinese students to new educational strategies should take place on the basis of the methodologically appropriate use of Chinese linguistic and didactic traditions, which are characterized by the priority of reading, writing, grammar, vocabulary accumulation, system control and relying on the developed national characteristics of the Chinese: a high level of mnemonic abilities (memorization, classification), advantage of visual and auditory channels of information perception, etc.

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PROBLEMS AND PROSPECTS OF TRAINING IN HIGHER SCHOOL:
PEDAGOGICAL, PHILOLOGICAL, PSYCHOLOGICAL AND INTERCULTURAL ASPECTS

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Monograph

Technical editor I. Prudius
Desktop publishing T. Serhiienko
Cover photo Copyright © 2023 Canva

PC TECHNOLOGY CENTER
Published in July 2023
Enlisting the subject of publishing No. 4452 – 10.12.2012
Address: Shatylova dacha str., 4, Kharkiv, Ukraine, 61165
