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Міжнародної науково-практичної конференції
**«СУЧАСНІ ТЕНДЕНЦІЇ У ФІЛОЛОГІЧНИХ ТА ПЕДАГОГІЧНИХ
ДОСЛІДЖЕННЯХ: ВІТЧИЗНЯНИЙ І МІЖНАРОДНИЙ ВИМІР»**
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**“CONTEMPORARY TRENDS IN PHILOLOGICAL AND PEDAGOGICAL
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WEST UKRAINIAN NATIONAL UNIVERSITY

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Department of Foreign Languages and Information and Communication Technologies

In Partnership with:

Ivan Franko National University of Lviv

TESOL Ukraine Association of English Language Teachers

Marmara University (Turkey)

The University College of Teacher Education in Vienna (Austria)

Ljubljana School of Business (Slovenia)

WSB Academy, Dąbrowa Górnicza (Poland)

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University of Rzeszow (Poland)

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До збірника увійшли тези доповідей учасників Міжнародної науково-практичної конференції «Сучасні тенденції у філологічних та педагогічних дослідженнях: вітчизняний і міжнародний вимір», в яких висвітлюються філологічні та педагогічні проблеми сучасності, аналізуються результати теоретичних та прикладних досліджень у сфері лінгвістики, літературознавства, міжкультурної комунікації, перекладознавства та методики викладання іноземних мов.

Для аспірантів, науковців, викладачів гуманітарного циклу дисциплін, а також студентів філологічних спеціальностей вищих навчальних закладів.

За зміст наукових праць та достовірність наведених фактологічних і статистичних матеріалів відповідальність несуть автори публікацій. У збірнику зберігається стилістика та орфографія авторів матеріалів.

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We will have to address the question of how we can support learning outside the university. We need to find out what higher education can learn from TVET. This applies in particular to the development and utilisation of the company workplace as a place of learning. And we need to ask how the role of teaching staff at universities will change.

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CURRENT PRACTICES AND ISSUES IN FOREIGN LANGUAGE TEACHING IN UKRAINIAN UNIVERSITIES

Due to globalisation processes, Ukraine's integration into the European space, the intensification of intercultural interaction and dialogue of cultures, the study of foreign languages, particularly English, is essential for contemporary specialists in various spheres of social activity.

The issue of foreign language learning has consistently attracted the attention of scholars, and to this day, researchers are in a continuous pursuit of effective acquisition methodologies, novel approaches to student motivation, engaging in discussions regarding the development of efficient learning materials, the implementation of individualised learning approaches, and researching the specific characteristics of foreign language education for diverse social groups of students, among other things.

Our abstract aims to identify a range of difficulties encountered by foreign language teachers in higher education institutions in Ukraine and to outline the ways to overcome them.

Varying levels of foreign language proficiency among students. In some universities, students are divided into groups for foreign language learning based on their proficiency levels, which are determined by the results reflected in their school leaving certificates or by the results of an internal test organised by the dean's office or at the university level. This is feasible for the study of mandatory courses but poses challenges in the case of elective disciplines or the teaching of specialised subjects in a foreign language, particularly English.

When working with a student group in which learners significantly differ in their foreign language proficiency, the lecturer should apply an individualised approach and also delegate the teacher's responsibilities during the lesson to students with advanced knowledge. The aforementioned situation requires the lecturer to use teaching materials for different levels, to create level-appropriate tests, exercises, and tasks. This will help to make the lessons as engaging and beneficial as possible for learners with varying levels of foreign language proficiency.

Diverse modes of educational delivery for students. Due to the economic situation in Ukraine, the increasing number of employed students, as well as students living abroad, Ukrainian higher education institutions have experienced a significant rise in the number of students studying under individualised schedules. This complicates the work of the lecturer, as some students attend classes in the auditorium, others connect to online sessions, while the remaining students engage in asynchronous learning.

To ensure high-quality education in such conditions, foreign language teachers should dedicate significant attention to the creation and content development of courses on platforms such as Moodle [1]. Specifically, this entails the creation of tests, the provision of theoretical and practical materials, audio files, and links to video resources. Coloured tables, containing effectively visualised information on grammar, orthography, and word formation of a given foreign language, have gained considerable popularity among young people; therefore, the inclusion of such materials, relevant to the course topics, will promote the activation of cognitive activity among learners.

In our view, the foreign language course in Moodle should also include a link to an online test that enables students to determine their language proficiency level (see, for example, [7]). Having students complete such a test at the beginning of the course will allow the lecturer to select appropriate learning materials and implement a differentiated approach.

Unsatisfactory material and technical resources. As the number of courses taught in foreign languages in Ukraine, particularly English, is significantly increasing, it is unfortunately not always possible for the lecturer to conduct classes in language laboratories and classrooms equipped with multimedia projectors and internet access, which can negatively impact the learning process. However, the use of portable mini-speakers, as well as mobile devices by participants in the educational

process, enables access to presentations, interactive resources, video and audio materials, and the like.

Attention should also be drawn to the problems with providing students with the latest teaching materials in foreign languages. In such cases, the solution to the problem of access to learning materials can be the lecturer's own developments, adapted to the needs of a specific student group. When it comes to choosing between a textbook of a more difficult and a simpler level, we consider it advisable to give preference to the latter, as this will allow maintaining student motivation and mastering the learning material more quickly. If students have different levels of foreign language proficiency, the lecturer should choose a textbook of medium difficulty, additionally offering students resources that better correspond to their level.

Lack of student motivation to learn. Job mismatch, an unstable economic situation in the country, and martial law exacerbate depressive states among young people, which leads to a lack of interest in learning, particularly in foreign language acquisition. Moreover, many students have negative experiences in foreign language learning due to excessive criticism from teachers, frequent correction of students' pronunciation errors and grammatical inaccuracies during speaking, and a lack of opportunities to practise the foreign language.

A typical error made by teachers is uneven attention to the development of different foreign language proficiency skills: educators often pay insufficient attention to the development of students' communicative skills and written language. In such cases, classes often appear monotonous, taking the form of completing grammar exercises in a textbook or checking homework in the form of exercises. To activate interest in foreign language learning and enhance student motivation, teachers should use various forms and methods of instruction, focusing on the development of different student skills and prioritising communicative competence.

We advocate the importance of students' independent extracurricular work in foreign language learning, emphasising the significance of feedback from the lecturer. Homework assignments should be varied, making them manageable and engaging for students. Furthermore, the capabilities of modern information technology enable the automation of their assessment process. Thus, teachers can utilise AI services not only to verify the correctness of students' task completion but also to provide step-by-step explanations of their errors.

Although educators are often sceptical about mobile applications for foreign language learning and underestimate their role in motivating students, we highlight their considerable effectiveness in reinforcing skills and deepening students' knowledge. New features in mobile applications (such as in Duolingo [3] and Akelius [2]) allow teachers to form student groups, track their progress, determine learning trajectories, and so on.

An engaging form of English language homework may involve watching a short video, thematically selected for the lesson, on the engvid.com platform [5] and completing the subsequent test. A similar auxiliary educational resource is the Test-English platform, which enables students to study or revise theoretical grammar material, complete reinforcement exercises, and access thematic video and audio

materials tailored to their language proficiency level [7]. For mastering the Polish language, the resources *ortograf.pl* (spelling exercises of varying difficulty levels) [4], the *Language Supp* platform [6], and the *Zintegrowana Platforma Edukacyjna Ministerstwa Edukacji Narodowej*, which hosts educational material on various subjects with self-assessment opportunities for users to monitor their learning progress, are beneficial [9].

To practise skills in writing diverse-genre written assignments in English, we recommend the *Write&Improve* platform, where learners can choose the type of international English language examination, genre, and topic of the composition they will write [8]. The aforementioned service not only assesses the work but also points out errors and suggests to the user ways to improve the text.

In general, we believe that one of the most important tasks of a foreign language teacher is to stimulate students to engage in regular practice, to develop in them the skills of independently creating a foreign language environment around themselves, transform learning into a pleasant activity accompanied by positive emotions and bringing moral satisfaction.

Therefore, the main difficulties encountered by foreign language teachers in Ukrainian universities today are the uneven level of foreign language proficiency among students in a group, diverse educational trajectories of learners, unsatisfactory material and technical teaching base, lack of language practice, and insufficient motivation for learning.

Solutions to the aforementioned problems include the formation of student groups for foreign language studies/courses taught in foreign languages according to their proficiency level; teacher flexibility regarding the form and timing of classes and consultations; provision of students with appropriate learning materials; diversification of teaching methods and forms, motivating and encouraging students to use interactive platforms and mobile applications for foreign language learning, and the utilisation of AI services in education.

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