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Innovation approaches to the organisation of the educational process in professional training of future teachers of foreign languages under the conditions war state

Abstract. The relevance of researching innovative approaches to organising the educational process in the professional training of future foreign language teachers under martial law is driven by the need to adapt education to new challenges. The implementation of cutting-edge methodologies and technologies is crucial for ensuring effective training of specialists, preserving the psychological and emotional well-being of students and teachers, and maintaining the continuity of the educational process under extreme conditions. The article aimed to explore innovative methods for structuring the educational process in the professional training of future foreign language teachers and assess their applicability in higher education institutions during martial law. The use of methods of theoretical level (analysis of information sources, systematisation, modeling and generalisation) helped the authors to solve a number of tasks. The study found that innovative interactive teaching methods are more effective compared to traditional methods, contributing not only to the transformation of educational goals but also to rethinking the roles of teachers and students. The article substantiated the need to update approaches to the innovative training of future foreign language teachers, allowing the construction of a new teaching model in higher education institutions. The research emphasised the necessity of using an innovative teaching model in the training of future foreign language teachers in higher education institutions, considering the ongoing changes in society under martial law conditions. The practical significance of the work lies in highlighting effective innovative foreign language teaching methods that can be used in the practice of training future foreign language teachers. The results can also be useful for teacher-methodologists working on improving their work to enhance the educational process and professional development of students, as well as for universities and higher education institutions aiming to improve the quality of training specialists-philologists in the field of foreign language teaching

Keywords: communicative competences; professional competences; creative competences; self-education; effectiveness of training; interactive methods; multimedia technologies

INTRODUCTION

Given the global COVID-19 pandemic and the challenging situation in Ukraine due to Russian aggression, the use of innovative distance learning technologies has become especially important. This ensures the provision of quality

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education to future foreign language teachers under unpredictable conditions, while also safeguarding their health and safety. Interactive learning, as a new methodological approach, facilitates the resolution of communicative tasks through foreign language interaction, involving continuous dialogue and adaptation of content. This approach engages nearly all students in the learning process, fostering a collaborative environment where everyone actively participates.

According to the study by V. Lugovyi *et al.* (2023), armed conflict presents severe challenges for the education system, compelling it to explore innovative methods for organising the learning process, particularly in training future foreign language teachers. This issue is especially pressing under the conditions of martial law in Ukraine, where the ongoing war has disrupted the normal operations of schools and universities, making it necessary to find new, effective teaching and organisational strategies. Preparing future foreign language teachers also entails cultivating resilience to stress, encouraging creative thinking, and equipping them to handle complex situations, extending beyond the mere imparting of knowledge and skills (Basiuk *et al.*, 2018).

A. Heiman *et al.* (2022) emphasise that a crucial aspect of this process is incorporating innovative approaches into the educational system, as these can help embed principles of flexibility and adaptability into educational programs. Modifications to educational content and teaching methods can be implemented quickly and effectively to address the immediate needs of students and teachers during times of conflict. Additionally, addressing the psychological support for future teachers working under wartime conditions is essential. The stress from armed conflict can greatly impact their effectiveness and well-being. Hence, it is important to include this consideration in teacher preparation, providing the necessary resources and support to help them manage these challenges (Vovk *et al.*, 2023). Given this context, exploring innovative methods for organising the educational process for future foreign language teachers during wartime is crucial. This approach will help respond effectively to current challenges and ensure high-quality training for future foreign language teachers who can thrive in the difficult conditions of armed conflict (Grynyuk *et al.*, 2023).

Modern teaching methodologies in universities increasingly incorporate advanced technologies, with interactive learning emerging as a notable approach. This method enables future foreign language teachers to address communication and cognitive challenges through interaction in a foreign language. It involves a dialogue-based interaction between the teacher and students, with the teaching process continuously adjusted based on the analysis of the teachers' activities (Ibrahim, 2021). The core idea is to fully engage all future foreign language teachers in the learning process, encouraging interaction among them and leading to a more effective understanding of the material. Interactive learning fosters active student

participation, facilitating not only the acquisition of new knowledge but also the development of communication skills and problem-solving abilities. A distinctive feature of this approach is the ongoing interaction between the teacher and students, allowing the educational process to be tailored to the group's needs. This method encourages the involvement of all future foreign language teachers, including those who may be less participative in traditional educational settings. Consequently, it creates a supportive environment for learning foreign languages and enhances the overall quality of education (Pankiv *et al.*, 2023).

The article aimed to explore innovative methods for structuring the educational process in the professional training of future foreign language teachers and assess their applicability within higher education institutions during martial law. The objectives of the research included investigating the advantages and effectiveness of innovative methods in teaching foreign languages, analysing how they influence the transformation of educational objectives and roles, and offering practical insights and recommendations for their implementation in the education of future philologists at higher education institutions.

MATERIALS AND METHODS

This research is theoretical and employs a variety of methods to explore the topic comprehensively. Specifically, methods of analysis, synthesis, generalisation, and systematisation are used, each serving a specific role in achieving the research objectives. Analysis was critically important for reviewing diverse sociological, pedagogical, and methodological literature. This method allowed for a detailed examination of existing research on interactive teaching methods in foreign language education. The study of scholarly works helped identify the theoretical and methodological foundations of the problem. The analysis was based on established frameworks by authors such as O. Budnyk *et al.* (2022), who investigated educational innovations and wartime experiences of Ukrainian universities, and Yu. Boichuk & A. Boiarska-Khomenko (2022), who examined innovations in general pedagogical training. The choice of this method was justified by the need to create a reliable theoretical base for the research, ensuring its grounding in existing knowledge. Synthesis was used to integrate findings from various studies, creating a comprehensive view of the impact of innovative methods on the development of professional communicative competence in future foreign language teachers. This method allowed the research to combine diverse perspectives, leading to the formulation of a unified theory of interactive methods in foreign language education. Synthesis was chosen to bridge individual studies and provide a broader understanding of the topic. Generalisation enabled the research to identify the key advantages and benefits of innovative teaching methods in the preparation of future foreign language teachers. This method helped uncover broader trends and patterns applicable across different educational contexts. Generalisation expanded the applicability of the research findings,

making them relevant to a wider audience within the educational community. Systematisation helped organise and structure the information from the literature, providing a clear framework for understanding how interactive methods contribute to the transformation of educational objectives and roles. This method was essential for presenting the research findings logically and understandably. Systematisation of the data provided a structured overview of current trends and innovations in foreign language teacher training, facilitating meaningful conclusions.

The study focused on the effectiveness of innovative teaching methods in developing professional competence

in future foreign language teachers, their impact on the educational process during martial law, and broader implications for higher education institutions. Special attention was given to integrating interactive methods into teacher training programs and their contribution to the overall transformation of educational practices. Table 1 presents examples of the literature reviewed, which provided valuable insights and informed the methodologies employed in this study. This table illustrates the range of sources that contributed to the research's theoretical framework and supported the investigation into innovative teaching methods and their application in the context of martial law.

Table 1. Examples of literature reviewed

Author(s)	Title	Publication Year
T. Hritchenko <i>et al.</i>	The role of the European educational area in ensuring the quality of higher education	2023
N.G. Ivanova <i>et al.</i>	Use of modern pedagogical technologies in the educational process of the university	2020
I.M. Zvarych <i>et al.</i>	Potential of the use of social networks in teaching a foreign language in higher educational institutions	2020
E. Vorstman <i>et al.</i>	The future of language education in Europe: Case studies of innovative practices	2020
O. Ihnatova <i>et al.</i>	The effectiveness of blended learning in English teacher training	2022

Source: compiled by the authors

In conducting this research, methodologies developed by other authors were utilised, particularly in the analysis and synthesis of existing literature. Methodologies by P. Ashwin (2022), L. Basiuk & I. Dobroskok (2018), and M. Grynova *et al.* (2024) were analysed and adapted to fit the specific context of this study. These methodologies ensured the reliability and depth of the research, allowing it to make a significant contribution to the field of educational innovation.

RESULTS AND DISCUSSION

The ongoing democratic and humanistic reforms in Ukraine necessitate a reevaluation of foreign language education. This reevaluation should encompass educational goals, tasks, content, and the adoption of new educational technologies to effectively develop foreign communication competence. The Ukrainian Innovation Development Strategy for 2010-2020 years underscores the significance of preparing individuals in higher education for professional life in an information and innovation-driven society. It aims to foster a culture of innovative thinking and the ability to engage in innovative activities (Derevianko, 2021). As Ukraine integrates into global and European communities, there is an increasing recognition of the importance of quality education for societal development, which in turn requires substantial reforms (Hritchenko *et al.*, 2023).

Ukraine is aiming to align its higher education system with European standards by adopting the principles of the Bologna Declaration. However, certain challenges related to the objectives of the Bologna Process are still being addressed. Enhancing learners' professional language skills presents a significant challenge, and one approach to

address this is through interactive training, which involves organising and conducting dialogues between teachers and students to focus on linguistic, communicative, and operational tasks. This method aims to foster mutual understanding and interaction while resolving contemporary and relevant tasks for all participants in the educational process (Ashwin, 2022).

In interactive training, collaborative learning hinges on positive interdependence, individual responsibility, equal participation, and simultaneous interaction among students. Dialogue training, on the other hand, focuses on equipping students with the skills to analyse situations, consider diverse perspectives, make thoughtful decisions, engage in discussions, and build connections with a variety of individuals. Interactive training, with its focus on dialogue and collaboration, aligns well with the goals of the Bologna Process. By engaging students in meaningful interactions and tasks, it helps develop their professional language skills in a practical and effective manner. This approach not only enhances language proficiency but also fosters critical thinking, decision-making, and communication skills, which are essential for success in today's globalised world (Scott, 2020). Moreover, by promoting equal participation and mutual understanding, interactive training creates a supportive learning environment that encourages students to take ownership of their learning and actively engage in the educational process. This approach is particularly relevant in the context of the current challenges facing Ukraine, as it can help ensure the continuity and quality of education despite external disruptions. By embracing interactive training, Ukraine can not only

enhance the professional language skills of its learners but also strengthen its higher education system as a whole, making it more responsive to the needs of the modern world (Budnyk *et al.*, 2022).

Scientists Y. Bahno *et al.* (2021) in their study consider enhancing the learning experience in a foreign language group, it is essential to organise various types of activities that promote teamwork and collaboration. Some of the most effective techniques include inside (outside) circles, brainstorming, lines, reading different parts of a puzzle, sharing thoughts in pairs, debates, pair interviews, and more. Assign different sections of a text or topic to individual learners, encouraging them to communicate with each other to uncover the complete message or diverse perspectives on the subject. Another valuable method is the “gallery walk” where each student examines a picture or document, records their thoughts, and then shares them with a partner. This fosters active participation and develops communication and analytical skills. Role-playing games or simulations can also be beneficial, as students assume different roles and discuss real-life situations, helping them immerse themselves in a virtual reality and feel more confident in communicating in a foreign language. Furthermore, incorporating project-based learning activities can significantly enhance language acquisition and critical thinking skills. Assigning tasks that require students to work together to solve a problem, create a presentation, or conduct research not only improves their language proficiency but also encourages collaboration and creativity (Banyoi *et al.*, 2022).

Another effective approach is incorporating technology into group activities, such as online discussions, virtual collaborations, or multimedia projects. These tools enhance the learning process by making it more engaging and interactive, allowing students to communicate in a more natural and authentic manner. The integration of computer technologies in education fosters a personalised development of various changes that directly impact cognitive and emotional-motivational processes. This approach not only influences personal character but also enhances students' cognitive motivation when working with computers. The use of Information and Communication Technologies (ICT) in education promotes increased independent learning activities and inspires students, shaping their personalities by nurturing their capacity for education, self-education, self-improvement, and self-realisation. ICT contributes to the development of students' theoretical, creative, and reflective intelligence (Boichuk *et al.*, 2022). Visualisation of educational information through computers plays a significant role in forming ideas and is central to creative thinking. The imagery representation of phenomena in the future foreign language teachers' memory enriches their perception of educational material, enhancing their scientific understanding (Ivanova *et al.*, 2020). Moreover, integrating computer technologies into education plays a crucial role in developing students' critical thinking abilities. When students interact with digital tools and resources,

they are encouraged to scrutinise information, assess the reliability of sources, and make well-informed decisions. This not only boosts their academic skills but also equips them to navigate the complexities of today's world. Additionally, computer technologies enhance collaboration and communication between students and teachers. Digital platforms and tools allow students to collaborate on projects, exchange ideas, and receive immediate feedback. This fosters a cooperative learning environment, encouraging teamwork and interpersonal skills that are vital for success in both academic and professional realms. Moreover, the integration of computer technologies in education opens up new possibilities for personalised learning (Zvorych *et al.*, 2020). Adaptive learning software can tailor educational materials to suit individual learning styles and pace, allowing students to progress at their own rate. This customized approach boosts student involvement and can result in improved academic performance. In essence, incorporating computer technologies into education has the ability to revolutionize the learning experience, making it more interactive, engaging, and efficient. By harnessing the capabilities of technology, educators can develop vibrant learning environments that better equip students for success in the digital era. The demand for specific personal qualities in modern teachers is enshrined in Ukrainian educational legislation, notably in documents like the Standard of Higher Education of Ukraine, the Strategy for the development of higher education in Ukraine for 2022-2032. These documents include provisions aimed at fostering leadership in education and enhancing the role of teachers in shaping an innovative society (Vorstman *et al.*, 2020). Overall, by incorporating a variety of activities that promote interaction and collaboration, language educators can create a dynamic learning environment that caters to different learning styles and helps students develop both their language skills and their ability to work effectively in a team. It is important to note that the effectiveness of the aforementioned types of interactive training hinges on discussing a problem in its entirety, drawing on students' prior experiences and ideas acquired in previous classes or their personal lives (Ihnatova, 2022).

Interactive collaborative learning provides numerous advantages. It fosters a friendly atmosphere and relationships among learners, promotes greater independence and self-confidence by reducing the fear of making mistakes, and helps overcome confidence issues and language barriers. It also increases the speaking time for learners, which is beneficial for communication. Additionally, this approach ensures that the teacher does not dominate the conversation, provides an opportunity for each student to participate, is conducive to individual work, and allows learners to draw on their background knowledge. Incorporating a variety of interactive and collaborative learning activities in a foreign language group can create a rich and engaging learning environment that caters to different learning styles and enhances students' language skills. Techniques such as inside (outside) circles, brainstorming,

and pair interviews promote active participation and encourage students to express their opinions and ideas freely (Bond *et al.*, 2021). These activities not only improve the future teachers of foreign languages proficiency but also foster critical thinking and problem-solving skills. The use of project-based learning further deepens students' understanding of the language and its practical application. By working together on projects that require them to research, analyse, and present information, students develop important skills such as teamwork, communication, and creativity. This approach also helps students see the real-world relevance of the language they are learning, making the learning process more meaningful and motivating. Integrating technology into group activities can also enhance the learning experience. Online discussions, virtual collaborations, and multimedia projects allow students to use technology as a tool for learning and communication, while also providing opportunities for them to engage with authentic language materials (Goloborodko *et al.*, 2020). Overall, interactive and collaborative learning activities not only improve students' language skills but also help them develop important life skills such as teamwork, communication, and critical thinking. By creating a dynamic and engaging learning environment, language educators can empower students to become confident and effective communicators in a foreign language.

Additionally, interactive and collaborative learning activities create a positive and inclusive classroom atmosphere where students feel comfortable expressing themselves and sharing their thoughts. This environment helps build strong relationships among learners, fostering a sense of community and mutual respect. Furthermore, these activities promote learner autonomy and self-confidence. By actively participating in group discussions, debates, and projects, students become more independent in their learning process and more confident in their language skills (Khomenko *et al.*, 2021). They are encouraged to take risks and experiment with the language, which helps them overcome the fear of making mistakes and improves their overall language fluency. Moreover, interactive and collaborative learning encourages students to think critically and consider different perspectives. Through activities such as debates and pair interviews, future teachers of foreign languages are exposed to a variety of opinions and viewpoints, which helps broaden their understanding of the world and enhance their critical thinking skills. Incorporating interactive and collaborative learning activities in a foreign language classroom is essential for creating a dynamic and effective learning environment. These activities not only improve students' language skills but also promote important life skills such as teamwork, communication, and critical thinking, ultimately empowering students to become confident and proficient language learners (Grynova *et al.*, 2024).

Language is a dynamic product of human intellectual activity that evolves through individual and societal life-cycles. An essential principle in language pedagogy is the

study of language within its cultural context. Learning a foreign language involves immersing oneself in the associated culture to gain insight into its worldview and perception of the world. Language development is influenced by the theoretical and practical activities of individuals and societies, illustrating an intrinsic link between culture, social conditions, and language (Shchur *et al.*, 2022). This interconnectedness highlights the importance of teaching and learning languages with a deep understanding of their cultural contexts. Language is more than just a means of communication; it reflects the values, beliefs, and social norms of a community. Exploring the cultural aspects of language allows learners to develop a profound appreciation for the language and its speakers. Learning a language within its cultural context offers a more authentic and meaningful experience. It transcends merely acquiring vocabulary and grammar rules, enabling learners to understand the nuances of communication within a specific cultural framework. This approach fosters cultural sensitivity and empathy, which are essential qualities in today's interconnected and diverse world (Kylyvnyk *et al.*, 2022).

Moreover, innovative teaching methods such as project-based learning, flipped classrooms, and digital learning tools are essential in modern education. These methods not only enhance students' engagement but also develop critical thinking and problem-solving skills. For instance, project-based learning encourages students to apply their knowledge to real-world problems, fostering deeper understanding and retention of information. Flipped classrooms, where students learn new content at home and apply it during class activities, promote active learning and allow for more personalised instruction. According to the research of O.B. Khomyshak *et al.* (2022) digital learning tools, including educational apps and online resources, provide diverse and interactive ways for students to engage with the material, catering to different learning styles and needs. By incorporating these innovative teaching methods, educators can create a more dynamic and effective learning environment. This not only improves language proficiency and cultural understanding but also prepares students to thrive in a rapidly changing, technology-driven world. In summary, the integration of cultural context in language learning and the adoption of innovative teaching methods are essential for providing a holistic and effective education (Plakhotnik *et al.*, 2022). These approaches ensure that students are not only proficient in the language but also culturally competent and well-equipped to navigate the complexities of the modern world.

The success of innovative teaching methods depends significantly on the thoughtful choice and application of contemporary educational technologies. Traditionally, pedagogical technologies are viewed as "organisational forms and methods of teaching" (Absatova *et al.*, 2021). In this context, the teacher's role involves a sequence of tasks including planning, monitoring, and adjusting students' activities. At the Philological Department of Hryhorii Skovoroda University in Pereiaslav, there is a strong emphasis on

integrating modern information technologies to improve the educational process. These technologies provide access to high-quality databases, allowing students to master complex information. This is achieved through the development of educational programs with individual modules of varying complexity tailored to specific needs, the use of interactive methods, the provision of distance education, and the creation of electronic textbooks (Ihnatova, 2022).

According to the research of O. Stepanenko *et al.* (2023) in the context of modern education, the implementation of interactive methods such as group work, discussions, role-playing, and project-based learning contributes to the development of critical thinking and communication skills in future teachers of foreign languages. Distance learning and electronic textbooks ensure flexibility and accessibility of educational materials, which is especially important in the context of the pandemic and war (Kachmarchyk *et al.*, 2019). Information technologies open new opportunities for personalised learning. For example, using adaptive learning software allows for the customisation of learning tasks according to the individual needs of students, increasing the efficiency of material absorption. Students can use online resources for self-study, participate in webinars, engage in forum discussions, and complete interactive tasks. Thus, the integration of modern pedagogical technologies is a key factor in improving the quality of education. It enables the creation of a dynamic and interactive learning environment that promotes a deeper understanding of the material and the development of necessary skills for successful adaptation in the modern world. The implementation of such technologies not only improves students' academic achievements but also their personal and professional development, preparing them for future challenges and opportunities (Hnatyk, 2021).

Interactive language learning methods not only enhance communication skills but also foster emotional connections with students, making the learning process more engaging and effective. These methods aim to achieve educational goals by teaching students to collaborate in teams and consider diverse opinions. By incorporating interactive techniques, educators can create a more dynamic and inclusive learning environment. Moreover, the use of such methods has been shown to reduce students' nervous tension, as they provide a variety of activities that cater to different learning styles. This approach also helps to shift the focus to the main question or objective of the lesson, ensuring that students grasp key concepts effectively. In summary, the implementation of interactive language learning methods benefits both educators and students by promoting collaboration, enhancing communication skills, and creating a more stimulating learning experience (Ye *et al.*, 2023).

Interactive teaching methods in foreign language education provide teachers with the tools to engage students in meaningful communication, fostering language acquisition through risk-taking and conversational interaction. By mastering these methods, teachers can create dynamic learning environments that cater to diverse learning styles

and encourage active participation. It is hoped that by embracing interactive teaching methods, language teachers will be inspired to explore new approaches to language education, leading to improved student outcomes (Bahno *et al.*, 2021). Interactive methods in foreign language teaching should focus on several key objectives: enhancing language abilities, refining linguistic proficiency, developing analytical skills, acquiring professional competencies, and fostering creativity in students. As educators progressively refine and innovate their teaching strategies, a deeper grasp of interactive methods will inevitably boost the overall effectiveness of language instruction.

CONCLUSIONS

Modern Ukrainian higher education needs to reevaluate its approaches to incorporating innovative teaching forms and methods. A crucial part of this reevaluation is to increase the number of hours dedicated to pedagogical disciplines within the curricula of Ukrainian institutions. Therefore, university educators must adapt to an innovative teaching model that accounts for the continuous changes in society and enhances students' creative abilities through the mastery of socio-didactic design technologies. The application of innovative teaching methods in the education of future philology teachers is also examined. The interactive methods are of great importance to the development of students' communicative, professional, and creative competencies, as well as support their need for self-education. The research results showed that innovative interactive teaching methods are more effective than traditional ones, leading to a rethinking of the roles of teachers and students in the educational process.

The article highlights the need to implement a modern teaching model in higher education that aligns with current societal changes. This model focuses on improving students' creative skills and their proficiency with socio-didactic technologies. For further research in this area, several key aspects could be explored: investigating the impact of innovative teaching methods on students' academic performance and their motivation to learn foreign languages; assessing the effectiveness of interactive methods in teaching various subjects, with a focus on comparing their impact on foreign language acquisition; developing new innovative approaches to language instruction that align with contemporary educational trends and advancements in information technology; and examining the role of cultural factors in the effectiveness of interactive teaching methods for foreign languages within an international educational context. Exploring these research avenues could contribute to refining foreign language teaching strategies and advancing the quality of education in this field.

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CONFLICT OF INTEREST

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Інноваційні підходи організації освітнього процесу у професійній підготовці майбутніх учителів іноземних мов в умовах воєнного стану

Анотація. Актуальність дослідження інноваційних підходів до організації освітнього процесу у професійній підготовці майбутніх учителів іноземних мов в умовах воєнного стану зумовлена необхідністю адаптації освіти до нових викликів. Впровадження новітніх методик та технологій є ключовим для забезпечення ефективної підготовки фахівців, збереження психоемоційного здоров'я студентів та викладачів, а також підтримки безперервності навчального процесу в екстремальних умовах. Мета статті полягала у дослідженні інноваційних підходів організації освітнього процесу навчання в професійній підготовці майбутніх учителів іноземних мов та їх можливості використання в освітньому процесі закладів вищої освіти в умовах воєнного стану. Використання методів теоретичного рівня (аналіз інформаційних джерел, систематизування, моделювання та узагальнення) допомогли авторам вирішити низку поставлених завдань. У результаті дослідження виявлено, що інноваційні інтерактивні методи навчання є найбільш ефективними порівняно з традиційними методами, що сприяли не лише трансформації цілей навчання, а й переосмисленню ролі викладача та студентів. У статті обґрунтовано потребу в оновленні підходів до інноваційної підготовки майбутніх учителів іноземних мов, що дозволяло побудувати нову модель навчання у закладах вищої освіти. Дослідження акцентувало увагу на необхідності використання моделі інноваційного навчання при підготовці майбутніх учителів іноземних мов у закладах вищої освіти, враховуючи постійні зміни в суспільстві в умовах воєнного стану. Висвітлені ефективні методи інноваційного навчання іноземних мов, можуть бути використані в практиці підготовки майбутніх учителів іноземних мов та будуть корисними і для вчителів-методистів, які працюють над вдосконаленням своєї практичної роботи з метою покращення освітнього процесу та професійного розвитку, а також для університетів та закладів вищої освіти, що прагнуть покращити якість підготовки фахівців-філологів у галузі викладання іноземних мов

Ключові слова: комунікативні компетенції; професійні компетенції; креативні компетенції; самоосвіта; ефективність навчання; інтерактивні методи; мультимедійні технології