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MODERN VISION OF TEACHING FOREIGN LANGUAGES USING MULTIMEDIA TECHNOLOGIES

The problems of the transition to distance teaching are presented, which leads to the necessity of forming a new type of educational space. The need for the creation and introduction of this process in the education system of multimedia learning technologies is highlighted, a characteristic feature of which is the unlimited opportunities for creative interaction of the "teacher-student" system, thanks to which the teacher is transformed from an authoritarian bearer of truth into a participant in productive activities, where a favourable environment is created with the help of information technologies an environment for the development and implementation of intellectual abilities. The problem of multimedia teaching of foreign languages in higher educational institutions has been identified. It has been established that the formation of subjects' ability for intercultural communication, which involves the mutual exchange of values, orientations, knowledge and attitudes that occurs in the process of intercultural exchange between subjects, will play a central role in language learning. It is argued that distance education should be built taking into account new values: openness, accessibility, democracy, non-discrimination of people with disabilities and other needs of the individual and society. It is argued that the formation of a new picture of the world, which involves the responsibility of humanity to itself and nature, increasing the value of human life, freedom of choice, is also the reason for the formation of new axiological markers that define distance education as a phenomenon of the information society. Research has established that the presence of a virtual knowledge environment in which the educational process takes place creates the need for the development of virtual culture, which is a special form of communication between education subjects in the process of production and consumption of knowledge. Virtual communication is defined as a subspecies of semantic communication, which involves the exchange of both information and knowledge.

Key words: *distance learning, multimedia technologies, intercultural communications, information society, sociopolitical hierarchy of languages.*

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СУЧАСНЕ БАЧЕННЯ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ ЗА ДОПОМОГОЮ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ

Представлено проблеми переходу на дистанційне викладання, що призводить до необхідності формування нового типу освітнього простору. Висвітлена необхідність створення та запровадження цього процесу в системі освіти мультимедійних технологій навчання, характерною особливістю яких є необмеженість можливостей для творчої взаємодії системи «викладач-студент», завдяки якій з авторитарного носія істини викладач трансформується в учасника продуктивної діяльності, де за допомогою інформаційних технологій створюється сприятливе середовище для розвитку і реалізації інтелектуальних здібностей. Виявлено проблему мультимедійного навчання іноземним мовам у вищих навчальних закладах. Встановлено, що формування здатності суб'єктів до міжкультурної комунікації, яка передбачає взаємний обмін цінностями, орієнтаціями, знаннями та установками, що відбувається у процесі міжкультурного обміну між суб'єктами, відіграватиме центральну роль навчанні мови. Стверджується, що дистанційна освіта має будуватися з урахуванням нових цінностей: відкритості, доступності, демократичності, недискримінації людей з обмеженими можливостями та інших потреб особистості та суспільства. Стверджується, що формування нової картини світу, яка передбачає відповідальність людства перед собою та природою, підвищення цінності людського життя, свободи вибору, також є причиною формування нових аксіологічних маркерів, що визначають дистанційну освіту як феномен інформаційного суспільства. Дослідженням встановлено, що наявність віртуального знаннєвого середовища, в якому розгортається навчальний процес, породжує необхідність розвитку віртуальної культури, яка є особливою формою спілкування суб'єктів освіти в процесі виробництва та споживання знань. Віртуальна комунікація визначається як вид семантичної комунікації, яка передбачає обмін як інформацією, так і знаннями.

Ключові слова: дистанційне навчання, мультимедійні технології, міжкультурні комунікації, інформаційне суспільство, соціополітична ієрархія мов.

Problem statement. Today, society faces a serious challenge regarding student education. The transition to distance teaching leads to the need to form a new type of educational space, which should provide the possibility of continuous exchange of knowledge and information outside of space and time.

One of the conceptual problems of educational activity that develops in the conditions of civilizational discourse is the need to create and introduce multimedia learning technologies in the education system. It is multimedia, having a special influence on the spheres of education and upbringing, that makes it possible to intensify the learning process, at the same time giving it mobility, dynamism, which strengthens its realistic orientation, because it is a tool for improving and optimizing the educational process, self-organizing educational activity.

Research analysis. Studying the degree of development of the indicated problem, firstly, we note that the aspects related to the informatization of society and education are considered in the works of foreign and domestic authors. In particular, interest in this phenomenon is objectified by V. Bykov, R. Gurevich, E. Polat, D. Sawyer and others. The impact of information technology during foreign language classes is discussed in the works of V. Krasnovolskyi, I. Robert, L. Sazhko, P. Seryukov and others. Methods and materials – descriptive, statistical. The materials of studies of linguistic aspects of the educational space are taken as a basis.

The aim of the article is to highlight modern trends in the education system and the impact of information technology on teaching foreign languages.

The goal of language education can no longer be only the acquisition of language knowledge, skills and abilities. The task of our article is to prove that the main thing in language education is the formation of the subject's abilities to participate in intercultural communication, which involves the mutual exchange of value attitudes and orientations, knowledge and world-view positions that take place in the process of intercultural interaction between subjects. Methods and materials – descriptive, statistical. The materials of studies of linguistic aspects of the educational space are taken as a basis.

Presentation of the main material. Changes in language education are determined by the development of the information society, the activity of information processes changes the communication system. The modern educational space opens up new opportunities and needs for mastering several foreign languages.

It is important to emphasize that mastering the language is the ability to adjust the acquired language knowledge to implement it in professional activities. It also testifies to the specialist's cultural education.

Mastery of a language is a complex process that also involves the individual richness of the vocabulary of the subject of the language, the native speaker, the normativity of speech, appropriateness, and accuracy of the expressed opinion. The ability to work with information in both native and foreign languages ensures a person's priority in any field of activity. It is worth noting that the level of knowledge of a foreign language depends on the level of mastery of the language that a person considers to be his native

language, because it is in his native language that the process of developing the ability to think takes place. The modern study of language involves not only considering it as a means of learning, it is also necessary to study language education as a way of organizing and implementing social development. In the conditions of changes taking place in society and in the education system itself, the ontological nature of changes in language education is revealed; specific axiological characteristics of modern language education; epistemological foundations of language education in the context of mastering a person's native and non-native languages and the praxeological orientation of language education itself.

The formation of speech professional competence is one of the important problems of modern professional education. This is due to several factors: firstly, significantly increased requirements for high-quality training of specialists of various profiles; highly qualified, linguistically competent in their professional activities, competitive, literate, with in-depth knowledge of languages necessary to meet professional needs.

The process of introducing computer technologies into the educational process is traditionally integrated with the help of special auxiliary structures of the educational institution. Considering the meta-geographical nature of computer networks, it is possible to organize an educational process through computer networks, which has received the name "Distance Learning". Distance education is mainly based on the use of a computer system for student interaction with the teacher and work with educational materials. In the classical educational process, three main components are distinguished: lectures, practical classes, control. It is natural that these three components are the basic structure in the electronic learning format as well. Thus, lectures are assigned for a thorough presentation of theoretical material in accordance with the curriculum, practical classes allow you to acquire skills in the use of theoretical knowledge, and control is necessary to establish the degree of assimilation of the studied material and plan further work, correcting shortcomings and gaps (Антипіна, 2003).

In the process of learning a foreign language, students have to perform various types of work with the original literature of the speciality, namely: understand the content, be able to get the necessary information, translate or abstract the necessary material, have the skills of dialogic speech, as well as possess coherent monologic speech at the level of independently prepared and unprepared speech, understand dialogic and monologic speech within the limits of a certain specialization. They must also possess the skills of both oral and written translation from a foreign lan-

guage into their mother tongue and vice versa; know the peculiarities of the culture of the country in whose language the original is written; use dictionaries and reference material during translation; to be able to concisely and accurately express thoughts in native and foreign languages. Today, in addition to this, mastery of modern multimedia technologies, being able to use electronic translators and dictionaries for communication and information transfer are mandatory.

There are different learning methods for learning a foreign language. In particular, Raymond Murphy's method is proposed, where the main emphasis is on simple exercises and illustrations when learning foreign grammar using simple exercises and illustrations. According to Murphy's manuals, you can work both independently and with a teacher. Dmytro Petrov's methodology demonstrates learning with the help of videos and other materials. Today, teachers face the question of orientation towards the search for the most rational method of learning in the conditions of distance work.

Along with the classic model of language learning, new ones are also emerging. In the information society, virtual language learning – online language is highlighted. There was a dichotomy of classical / virtual language learning. In the context of online, which is now considered a trend, there are various programs and trends. One of them is a long-term online language program called Massive Open Online Courses (MOOCs). The scientist notes that in virtual education, the main principle is learning through action. In virtual education, there is a combination of classic seminar classes and online tools, as well as mobile applications for language learning. The training program offered in Web 2.0 deserves attention. And although technical capabilities are becoming more and more diverse, users should not give up the personal support of a qualified mentor.

Today, the rapid development of computer telecommunication and information systems, multimedia tools has a significant impact on education and leads to the emergence of new forms of language teaching. One of the effective ways of forming foreign communication competence is a web project or a telecommunications project based on the use of Internet technologies. A web project is a joint, educational and cognitive, research or game activity of student-partners, which has a common problem, goal, agreed methods and ways of solving problems aimed at achieving a result and is organized on the basis of computer communication (Каніболоцька, 2011: 112–114).

Modern information technologies and innovative methods of learning a foreign language in Ukraine are based on the All-European Recommendations of Eur-

ope on language education: learning, teaching, assessment. That is why computer information technologies are becoming the main component of modern foreign language learning. Electronic foreign language learning programs are appearing. The following English language learning projects are offered: Diamond English – computer English language course; Bridge to English – 2000, basic English language course; TOEFL – the official test of knowledge of the English language: The Heinemann TOFEL – in formats PBT (Paper-based Test) and IBT (Internet-based Test); DVD (rom) Tell Me More – full course English language course, advanced American spoken language course with elements of test tasks, etc. It is one of these forms of education that increases the level of learning a foreign language, stimulates the development of students' cognitive and creative activity.

Most often, university teachers use to implement all these tasks such computer programs as Microsoft Word, Microsoft PowerPoint, Mozilla Firefox, Windows Media Player and others. An important aspect in the work of teachers with multimedia tools is the preparation and conducting of a presentation by students as an action, that is, the demonstration of the created multimedia presentation on the platforms Moodle, Zoom, LearningApps.org., etc. This is a powerful and unique tool for forming students' skills to speak in front of an audience in the information space, to briefly formulate their opinion, to structure their report, using various multimedia tools and opportunities (images, sound recordings, videos, hyperlinks to other websites or files) to illustrate an idea, hypotheses, conclusions. Students develop the skills to concisely, clearly, and conveniently for effective interpretation present the results of research with the help of well-chosen diagrams and graphs, as well as to select the most vivid and convincing facts to demonstrate thoughts and ideas. As an example, in particular, the Moodle system has a wide range of tools for monitoring the educational activity of students, this also applies to the total time spent on a specific educational subject, relevant topics or components of the educational material, overall success in the process of completing test tasks, etc. Moodle has in its toolkit: task performance forms; discussion forums; uploading files; evaluation journal; exchange of messages; calendar of events; news and announcements; online testing; Wiki resources (Мар'єнко, 2019: 93–99).

We highlight another relevant aspect that attracts attention – this is language translation. There are many ways to translate in order to hear someone else's text in their native language. It is a real art to reproduce all the beauty of a work of art, poetic pearls. Not every writer manages to achieve this in translation. Today,

Google-translate technical translation is quite popular in educational reality. It is also important to teach students how to work with translation. Of course, computer translation can be used, but it is necessary to pay attention to the translation of proper names, words in an indirect meaning, polysemous, terms, etc.

Let's turn to the reflections of B. Kassin, who gives an example of the translation of a phrase from the Bible: "And God created man in His own image." Google translates it into German, and then back into French again, and after these operations we get: "Man created God in his own image" (Кассен, 2016: 30–31).

As you can see, automatic translation transformations prove that language is not just a set of words, it is the whole world with its subtleties that cannot be conveyed by a technical tool. "Language itself is based on the metaphysical difference between the sensible and the supersensible, since the structure of language rests on the basic elements, on the one hand, on sound and letters, and on the other hand, on meaning and sense" (Гайдеггер, 2007: 48).

The study of English-speaking authors comprehensively analyses such modern language phenomena as linguistic imperialism, the socio-political hierarchy of languages/ in the context of a global language such as English. Yes, today we are talking about "global English", "Globish". This is, of course, a language and a way of communication, but it should not be confused with English, which is much richer than "Globish". According to B. Kassin, the danger of a single language of communication is quite real. The Globish language is currently gaining significant momentum. "Globish is not a real language, because so far it is only a means of communication, and this is embedded in its very construction. This is the official language, not the language of culture. The danger is that only the official language may remain, and the languages of culture will disappear. In what language are beautiful texts written, good texts, just texts? Not a Globish at all! Globish can be used to write projects, and, by the way, this is exactly how we are forced to write them. But how to write a poem in Globish? How can a Globish create something on the level of culture, something beautiful that goes beyond the needs of communication? This is a real question. Google claims that it connects even the savages in the trees, and that it speaks to everyone in their language. If this is true – bravo! But I believe that it is only about linguistic flavors (this term is used by Google), like ice cream with different flavors: French flavor, flavors: French, Russian, Basque, etc. There are no languages here in all their power and uniqueness, you have to be very careful. I consider it dangerous" (Кассен, 2016: 30–31).

Language education is determined not only by the richness of the vocabulary and grammatical abilities, but also by the richness of the spiritual world of its carrier – the subject of education. Language as a "house of being" (Гайдеггер, 2007: 48) is connected with the world-view of a person, with the history and culture of society, with the interaction of different cultures. In particular, the difference between languages is due to the difference between cultures, most noticeable in vocabulary and phraseology, since nominative devices interact with extra-linguistic reality.

Multicultural language education is emerging in the information society. It is considered as a cultural phenomenon, a mechanism for the transmission of social experience, a sphere of pedagogical values, a part of the pedagogical culture of teaching, a new information environment, a paradigm of education of the 21st century. An educated person in the process of development creates a rich palette of linguistic fabric, linguistic works, endowed with a wide verbal repertoire, in which the used linguistic means do not fulfill lexical-grammatical gaps in the primary or secondary language, but create a multicultural environment. The culture of a linguistic personality is an expression of a certain linguistic and rhetorical ideal, which is based on the specificity of interpersonal relations in the addresser-addressee mode, and in fact the multicultural environment of the educational reality of the information society has the character of a dialogic discourse. The language culture of an individual in a multicultural context should be understood as a multidimensional, multilevel functional system that gives an idea of the degree of mastery of language knowledge, abilities, skills, theoretical abilities and a high level of development of the need-motivational and emotional spheres.

In the modern process of organization of education, the issue of means of control and self-control becomes especially relevant. These technologies provide an opportunity to automate the processes of checking the degree of information assimilation, which ensures efficiency in the personalized detection of the level of perception of the material and its simultaneous adjustment. An important factor in the successful mastery of the material is the use of means of self-organization, which ensure the perception of educational information, tactful control and operational self-control for its correct mastery, and also act as an important factor in the indirect management of cognitive activity. Audio-communication tools make it possible to expand the educational and practical training opportunities of the educational environment by involving a person in the spiritual values of other cultures through direct communication and listening.

In order to achieve the effectiveness of teaching, the use of visual observation tools should be accompanied by comments from the teacher, who should offer detailed elaboration, clarification and discussion of the visual material. Different types of multimedia learning tools allow modelling the conditions of educational activities, implementing them in various training exercises of a situational nature. Integral differentiation of the forms of information presentation provides wide opportunities for dialogizing the educational process, makes the learning process personalized, expands the fields of independence, and therefore the motivation of learning. For example, the LearningApps.org platform provides an opportunity to create interactive exercises. They can be used when working with an interactive whiteboard or as individual exercises for students. Allows you to create exercises of different types on different topics. This service is a Web 2.0 application to support educational processes. The LearningApps.org builder is designed for the development, storage and use of interactive tasks in various subjects. Here you can create exercises for use with the interactive whiteboard (Мартенко, 2019: 93–99).

Language education is one of the subsystems of the field of education, in which language and education are social phenomena that have a complex, systemic nature at their core. It is necessary to understand the process of assimilation of systematized knowledge about the sign systems of foreign languages, which allow carrying out language activities not limited by one's own language space, with the aim of establishing mutual understanding and forming skills, interaction between representatives of different languages and cultures.

The concept of "language" can be considered in three aspects: language as an internal structure, as a sign system that serves to encode and decode messages; from the point of view of the functions performed by it as a means of communication and knowledge; from the point of view of the conditions of its existence as a cultural and historical fact.

In the conditions of global communication, the problems of language education as meta-education become especially relevant. Language and language education is formed in a certain social context, according to which the language responds to changes in society depending on changes in the content of the historical era, namely on the nature of the historical circumstances under which it functions. It should be noted that personality development is carried out through language learning and in the process of language acquisition by an individual as a means of intercultural interaction and cognition.

The level of mastery of a foreign language depends on the level of knowledge of the native language in which a person learns to think, and the standards of national thinking are naturally transferred to the system of standards of thinking that belong to a non-native language, the so-called process of transculturation takes place. Language education as a process of revealing and combining world-views has an integrative nature, taking into account the need to form educational programs that allow the adaptation of one world-view to another, to understand that different languages are formed on the basis of certain world-views. The content of modern education in its essential part does not correspond to the task of developing cognitive abilities of the individual. Scientific knowledge for clearer assimilation is “packaged” according to various disciplines and reflects only a certain picture of the world.

Representatives of the modern network generation have an interdisciplinary education, master cultural spaces differently, work in a virtual environment and can adapt to non-standard workloads. They know how to build effective communication and participate in joint activities with all important subjects. They are distinguished by the ability to go beyond the “here and now” and enter a wider social context, they are characterized by an expressive orientation to the moral values that dominate in the society. Moreover, digital images are particularly important for these digital users as an effective means of constructing their own symbolic capital as well as identification, self-identification and self-presentation. At the same time, they become more controlled and programmed, as they feel more free and capable of self-realization in blogs, social networks and network spaces in general (Gaznyuk, Soina, 2020: 275). A “digital native” is a student or student who grew up in an environment with unlimited access to the global Internet, unfortunately classified as “digitally illiterate”. This is due to the fact that for many of them there are significant problems in understanding the peculiarities of learning, searching for information, its recognition and assimilation by modern young students. We believe that the use of modern social services in education can bridge the gap between the “digital” generation of students and teachers and make learning an exciting and effective process. Such an approach should ensure the implementation of the principle of dialectical congruence between holism and pluralism, to which most authors gravitate in search of new methodologies capable of providing the basic principles of modern education. We must strive to achieve the unification of all subjects of the educational process (Beilin, Soina, Dyachenko, Semenova, 2020: 280–281).

The most important features of presenting information, including foreign language, using tools (blogs, podcasts, wikis, social networks) are the following components: a system of hyperlinks, which allows linking electronic texts and fragments of information, the use of hypertext structures, “screen” text and visual (graphics, images, animation, video), audio (transmission of sound files), integrated (text, sound, graphics, video) informational presentations integrating multimedia and Google. Based on these provisions, it is possible to distinguish the peculiarities of modern students in the perception of information based on network means, in particular, the use of multisensory, i.e., different channels of perception. Students of the new millennium can “intertwine” images, text and sound naturally, intuitively use various IT devices and navigate the Internet. They are more visually oriented, many of them express themselves through images, show non-linear thinking, learn through gaming online applications, practice multitasking and prefer multimedia tools. Their ability to move instantaneously between the “real” and the “virtual” expands their expressive possibilities beyond text. As a result, work with small pieces of information is limited to the screen page. Simultaneous use of several resources is also possible. The online generation does many things at the same time, such as downloading music to a player, chatting with friends on social networks, talking on the phone and reading notes. As a result, the operational capabilities of their brains grow, as dendrites grow from neurons, neurotransmitters are released and new synapses are created, the researchers note.

Findings. So, there is an opportunity to use certain integrative technologies, to create a holistic image of the national culture and to ensure the possibility of analysing the word in the context of the entire culture as a whole, which requires the establishment of inter-subject connections and thus the integration of the studied subjects. It is the use of the latest multimedia tools during foreign language classes that provide an opportunity to learn about various possibilities. The use of information systems in teaching a foreign language makes it possible to expand the world-view of students, contributes to their better assimilation of educational material, in particular, and in a timeless space. Students can create projects on a chosen topic, web pages, write theses of scientific works in the form of a presentation, draw up abstracts. Such a diverse form of work, taking into account certain individual characteristics, will provide an opportunity to master a foreign language, with the possibility of continuous exchange of knowledge and information beyond space and time.

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