СЕРІЯ «Педагогіка»

Khalabuzar Oksana Anatoliivna Candidate of Pedagogical Sciences, Associate Professor of the Department of Philology and Translation, Kyiv National University of Technology and Design, Department of Philology and Translation, Kyiv, tel.: (050) 617-36-35, https://orcid.org/0000-0003-2338-0854

MODERN TENDENCIES OF ESLL WITHIN MARTIAL LAW CONDITIONS

Abstract. The article deals with the modern tendencies of the English language teaching within the conditions of the martial law which makes tremendous effect on the educational community of Ukrainian students, pupils, scientists and teachers. The author reveals the state of the educational problems caused by the full-scale Russian invasion on the Ukrainian territory. According to the author's opinion, the goal of the teacher of high educational establishment during the war in Ukraine is to organize the educational process in a such way the students are willing to attend online/offline lessons regardless of the military situation taking into account the safety aspects. Students should realize the importance of study at university, obtain a profession and high education for himself/herself and his/her future despite the stressful factors. Thus, great attention must be paid to interactive methods based on a person-oriented approach to the student, aimed at developing not only the learner's creative potential, but also the ability to think and react quickly, improving communication skills. The author mentions that the use of distance learning along with the interactive forms and methods, individualisation in the ESLL allows us to practically increase the amount of conversational practice in the lesson, to motivate students, to perform didactic functions. Thus, the teacher becomes a mentor for independent educational, cognitive and creative activities of students. But the teachers should also remember about the disadvantages: with extra use, the implementation of interactive technologies becomes mechanical, students reduce the level of their interest. Besides, the health-protecting tendency means the balance of online and offline learning, therefore it is necessary to diversify games and combine interactive teaching methods with traditional ones. Therefore, teachers during the ESLL at the current stage of development of pedagogical science within the

conditions of the martial law should try to build an educational process on the scientific and conceptual basis of such educational tendencies as:

digital interactive technologies which comprise traditional and non-traditional classroom methods; personally oriented technology/individualisation along with the communicative intense activity; health-preserving technologies.

The author's further research works will be devoted to the problems of ESLL of students with the special needs who must adapt to the harsh and severe martial law conditions.

Keywords: learning technology, language and speech competences, teaching/control tools, project method, communicative technology, information and communication and health-saving technologies, individualization of ESLL, language portfolio.

Халабузар Оксана Анатоліївна кандидатка педагогічних наук, доцентка кафедри філології та перекладу, Київський національний університет технологій та дизайну м. Київ, тел.: (050) 617-36-35, https://orcid.org/0000-0003-2338-0854

СУЧАСНІ ТЕНДЕНЦІЇ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК ДРУГОЇ МОВИ В УМОВАХ ВІЙСЬКОВОГО СТАНУ

Анотація. У статті розглядаються сучасні тенденції викладання англійської мови в умовах воєнного стану, який справляє величезний вплив на освітню спільноту українських студентів, учнів, науковців і викладачів. Автор розкриває стан освітніх проблем, спричинених повномасштабним вторгненням Росії на українську територію. На думку автора, мета викладача вищого навчального закладу під час війни в Україні – організувати навчальний процес таким чином, щоб студенти були готові відвідувати онлайн/офлайн уроки незалежно від військової обстановки з урахуванням аспектів безпеки. Студент повинен усвідомити важливість навчання у ВНЗ, отримати професію та вищу освіту для себе та свого майбутнього, незважаючи на стресові фактори. Таким чином, велику увагу необхідно приділяти інтерактивним методам, заснованим на особистісно-орієнтованому підході до учня, спрямованим на розвиток не тільки творчого потенціалу студентів, а й уміння мислити та швидко реагувати, вдосконалювати комунікативні навички. Автор зазначає, що використання дистанційного навчання поряд з інтерактивними формами і методами, індивідуалізацією в ESLL дозволяє практично збільшити обсяг розмовної практики, мотивувати студентів, виконувати дидактичні функції. Таким чином учитель стає наставником самостійної навчально-пізнавальної та творчої діяльності студентів. Але вчителю слід пам'ятати і про недоліки: при надмірному використанні впровадження інтерактивних технологій стає механічним, учні знижують рівень своєї зацікавленості. Крім того, здоров'я-

зберігаюча тенденція передбачає збалансованість онлайн- і офлайн-навчання, тому необхідно урізноманітнити ігри та поєднати інтерактивні методи навчання з традиційними. Тому вчителям під час викладання англійської мови на сучасному етапі розвитку педагогічної науки в умовах воєнного стану необхідно намагатися будувати освітній процес на науково-концептуальній основі таких освітніх тенденцій, як: цифрові інтерактивні технології, які включають традиційні та нетрадиційні аудиторні методи; особистісно орієнтована технологія/індивідуалі-зація разом з комунікативно насиченою діяльністю; здоров'язберігаючі технології.

Подальші наукові роботи автора будуть присвячені проблемам навчання студентів з особливими потребами, які мають адаптуватися до суворих умов воєнного стану.

Ключові слова: технологія навчання, мовна та мовленнєва компетенції, засоби навчання/контролю, метод проектів, комунікативна технологія, інформа-ційно-комунікаційні та здоров'язберігаючі технології, індивідуалізація навчання англійській мові, мовне портфоліо.

Problem statement. Full-scale war in Ukraine made all people of Ukraine to live in conditions of martial law, ongoing terror and terrible news, rocket attacks, air raids, danger of nuclear accident, constant anxiety for relatives who live in occupied territory, fear of becoming homeless, worrying about children's insomnia and personal mental health. However, some processes must be realised regardless of social-political situation in Ukraine, particularly, education of young generation, who must rebuild the country after the war. Under martial law conditions it is crucial to help students to overcome the stress, adapt to educational conditions and effectively acquire new knowledge and skills. The healing force in stressful situations are the power of partnership and education, maximum involvement of cognitive processes and academical cohesion, search of the new ways of learning. (A. Shiroka. https://ucu.edu.ua/news/yak-i-navishho-vchytysya-v-umovah-vijny/).

Analysis of the recent scientific research works reveles some aspects of this problem which were highlighted by V.G. Ivanov, N.B. Lavrentiev, A.K. Markova, S.E. Matushkina, N.G. Morozova, V.D. Semenov. Scientists concentrate their attention on the formats of the organization of the educational process in the conditions of war (Lukyanova L.B., Nychkalo N., Ovcharuk O., Gordienko V. 2023; Yuliana Lavrysh, Iryna Lytovchenko). Kozmenko S., Danko Y. underline that education within the martial law conditions we have to pay attention to modern tendencies of educational technologies which will be appropriate for the stressful conditions of learning [3].

As the goal of our research we can name the analysis of modern educational tendencies of learning English within the martial law conditions.

Presentation of the material. The goal of teacher of high educational establishment during the war in Ukraine is to organize the educational process in a

such way the students are willing to attend online/offline lessons regardless of the military situation taking into account the safety aspects. Student should realize the importance of study at university, obtain a profession and high education for himself/herself and his/her future despite the stressful factors. Thus, we suggest some tendencies which would be helpful for the mastering skills and knowledge.

The first and the most important tendency deals with the distance learning and digital interactive technologies because the effective implementation of information and communication technologies is a significant resource for improving the quality of education and its accessibility One of the most important qualitative indicators of the informatization of the educational process is the possibility of prompt access of educational institutions to the Internet which could be granted by the foreign partners and modern technologies (Starlink). The specificity of the ESLL is that the main component of the content of education is not the basics of sciences, but methods of activity - teaching various types of language activity: speaking, listening, reading, writing.

It is worth keeping in mind the following feature of the subject "foreign language": learning language activity is possible only in language communication. For this, a partner is needed. The Internet provides an opportunity to communicate with a real partner-native speaker through computer telecommunications. As a result we'll have opportunity to decrease the inner anxiety and stress of the students.

The Internet provides additional opportunities:

• to join a global dialogue with students and teachers from all over the world for the stress reducing;

• to get useful language practice in communication in "online" teleconferences during the mental healing meetings with psychologists/educators;

• become a participant in an "international" project based on the cooperation of many students around the world (it is advisable to choose project topics that fit into the city or gymnasium program);

• receive additional explanations from "online" educational programs or join correspondence or distance learning courses, competitions, testing;

• participate in test chats;

• use Internet resources when studying a new topic (selection of additional material: students are address of a certain site; children must review the material, recommend or not recommend it for use);

• independently prepare reports, messages using the Internet resource;

• organize correspondence with native speakers on the Internet;

• create entries on foreign-language sites;

• create their own sites;

• use network materials in the content of the lesson (integrate them into the curriculum);

• independently prepare for passing the qualifying exam externally.

Distance learning in conditions of synchronous and asynchronous education under martial law actualizes providing the interactive technologies, using of platforms, mobile applications which are able to modify the students' attitude to study and transform the training process from monotonous activity to exciting process of knowledge upgrading and personal development.

Major factors of encouraging learning are the range of study methods considering the war causes restriction for educational resources. Due to the use of web-resources, YouTube channels, educational sites, messenger students have an opportunity to get access for learning content and to assimilate the information in secure environment.

Another strategy of students' cohesion in wartime – group work arrangement by using of interactive technologies. Scientifical research proved the formation of communication skills, abilities of cooperation, study motivation enhancing. Group learning encourage students' study motivation by participating in educational process, improving the interpersonal relations, forming the leaders' skills, activate knowledge-sharing. Learning in pairs and groups promotes cooperative habits, development of leadership and team skills. Cooperative students' work helps to be emotionally connected to each other in case of evacuation.

Thus, great attention must be paid to interactive methods based on a person-oriented approach to the student, aimed at developing not only the learner's creative potential, but also the ability to think and react quickly, improving communication skills. Computer technologies have become part of everyday educational activities, focused on a significant share of independence of even the youngest participants in the process of mastering new knowledge of the English language even with the martial law conditions. This situation caused the search for interactive technologies, effective online educational programs. Today, in the conditions of war, interactive technologies are still available, and their influence is especially felt in the learning process. Interactive methods are able to increase students' academic achievements and achievements; they guarantee a high level of involvement of participants in the educational process, form motivation and stimulate independence. Therefore, modern teachers need to know how to use various interactive technologies to increase the productivity of their own activities. This makes the problem of correct and balanced use of interactive technologies in teaching foreign languages extremely relevant.

The interactive technologies deals with the cooperation of all participants. We can underline that students should be given priority when solving communicative tasks in the context of ESLL. Such interactive technologies can be effectively implemented for ESLL within the martial law conditions: story-telling, CLIL, Flipped classroom, Blended learning, etc.

The structure of an English lesson using interactive technologies should comprise such stages:

1) Preparation. This stage deals with the organizational aspects, such as safety aspect, health safety, handouts, necessary technical means (power-banks, batteries, etc).

2) Introduction. At this stage there must be given instructions, explanations of the safety rules, technically formulated tasks.

3) Realisation. At this step we deal with the conducting of the communicative tasks which should include group work and independent work of students.

4) Reflection. This stage gives opportunity to assess the results of the activity with the help of anonymous/ non-anonymous surveys.

According to M.M. Chang interactive technologies during ESLL under the martial law conditions help teachers in the learning process, provide new opportunities for the development of creativity and two-way communication, and, in addition, challenge teachers to ensure the active participation and independence of all students during English language learning.

Teachers should suggest their students modern browsers which contain bright graphic design, relevant for students audio and video content, which increases cognitive activities during English language ESLL. We underline that writing blogs, e-mails, participating in video conferences develops students' written and oral communication, improves teamwork skills. The technique of "Screensharing" allows students to exchange audio materials, texts, video content. Students should master skills of work with electronic newspapers searching the additional information for the projects because these alternative and exciting ways of getting information reveals their independent activity and confidence, which is a certain criteria of the active position of the student, his ability to respond to information during tasks after working with authentic materials despite the conditions of the martial law.

Motivation is the supporting factor of successful educational process because it ensures the soft skills' formation, impact of teaching methods on the growing generations. Enjoyment of the leaning process is positively associated with successful educational outcomes whereas boredom and anxiety are negatively associated with academic performance especially within the stressful conditions.

While organizing English language discussion teachers try to connect students' personal problems with ESLL content. At the same time teacher involves students by organizing the discussion. Within distance learning we attempt to discover creative methods of activating students' speaking and interactive cooperation. Applying the method of brainstorming we have tried to predict the range of the war results. Discussing such topics as "What will happen after the war". "Imagine, that you woke up and the war already has stopped, what will you do?", "What changes are going to be in our country?". The students made predictions of the actions of refugees, army forces, soldiers, immigrants, the President. The following conclusions which students made facilitates the reducing of stress level and promotes the mental health.

The second tendency flows from the first one and deals with the expansion of opportunities for individualization of the ESLL under martial law. Individualization involves the creation of conditions under which each student can fully demonstrate his

abilities and individuality, reducing the stress and panic attacks during the creative work. Individualization is closely related to differentiation, which involves taking into account the interests, personal experience of students and ensuring motivation for learning, including such an element as targeted learning.

Actually, the individualization of the process of ESLL is a holistic system that covers all aspects and stages of the educational process with foreign language learning.

The main tasks of individualization of the foreign language learning process are:
- development and use in teaching of individual characteristics of students;
- development of cognitive interests, intellectual abilities and talents of students;
- preparation for a conscious choice of profession;
- development of skills of independent educational activity;
- filling gaps in the initial level of students' foreign language proficiency, timely elimination of lag;
- formation of an individual style of mastering foreign language;
- stimulation of students' educational activity;
- creation of a positive emotional background of the educational process.

One of the leading forms of study, disclosure, and development of the personality of each student is a system of individual tasks in the following areas:
1. preparation for students' contest;
2. writing of research papers/projects by students;
3. pedagogical/psychological counselling of students;
4. preparation of students for the external assessment.

The specified system is served by various methods:
- traditional - oriented towards the assimilation and reproduction of educational material (lecture, explanation, survey);
- active - active cognitive position of students (dialogue, independent work, problem tasks, creative tasks);
- interactive - active interaction in the process of cognition (situation modelling, role-playing games, group work, pair work).

Innovative pedagogical technologies under martial law should include:
• cognitive (project activities, conferences, round tables, discussions, conceptual maps, consideration and interpretation of situations, problem solving, etc.);
• cooperation (dramatization, role-playing games. Graffiti, joint writing of stories, etc.);
• controlling (testing, survey, language portfolio, intellectual marathon);
• multimedia (audio, video, computer programs, Internet resources);
• health-preserving (change of activities, musical accompaniment, physical education breaks, relaxation breaks).

The third tendency is also interconnected with the previous trends and focuses on ensuring and strengthening the physical and mental health of students, forming healthy

lifestyle skills, choosing age-appropriate technologies despite the air raids, rocket attacks because we must teach our students to be strong, healthy and confident.

The formation of a healthy lifestyle through education, creating a health-preserving educational environment should be one of the priority areas of work for teachers who have to work in the school shelters. In this context, the implementation of the following measures is proposed for the implementation in the school shelters during the air raids:

- use of health-preserving technologies in the shelters during the air raids;
- adherence to the regime of physical activity, combining physical activity and static load in the shelters during the air raids;
- replacement of the authoritarian style of communication with a style of cooperation, creating a favourable learning atmosphere in the shelters during the air raids;
- formation of awareness of the value of health among students and their parents, cultivation of a healthy lifestyle;
- occupational health and safety of students' vital activities;
- selection of methods that promote student activity and creativity (free conversation, learning through action, role-playing, seminar, student in the role of teacher, researcher, etc.);
- changing types of learning activities: alternating writing, listening, reading, communication, dialogic speech, work with visuals, working with a computer, drawing, working with an interactive whiteboard, etc.

To preserve students' health, ESLL teachers need to pay attention to the following points in organizing the lesson:

- use at least 3 teaching methods (for example, verbal, visual, audiovisual), changing them every 10-15 minutes;
- mandatory elements of the ESLL lesson should be physical education minutes, dynamic pauses, moments of relaxation;
- external motivation of students;
- internal motivation of students - the desire to learn more, to get pleasure from learning;
- creating a situation of success in the lesson;
- objective assessment of students' achievements, which should contribute to the formation of interest in learning.

The next tendency deals with the transformation of technologies for assessing educational outcomes:

- rating assessment system;
- creation of a student's language portfolio;
- monitoring studies;
- conducting an external independent assessment;
- certification of an educational institution;
- participation in international comparative studies.

At the present stage, one of the means of developing a student's innovative personality is the language portfolio method as an effective and objective means of assessing students' educational achievements. A language portfolio (LP) is a personal package of documents of each student studying foreign languages (FL). It can be kept during a certain course of study or even throughout life, while a foreign language is being studied. With the help of this document, a student has the opportunity to self-assess his knowledge and skills, set his own goal in learning, keep track of his achievements, confirm them with the results of tests, exams, certificates, diplomas, etc.

On the title page of the LP, the portfolio owner must enter personal data (name and surname, date and place of birth, citizenship and specialty) and paste a photo card to the ID card. The portfolio should begin with brief information about the LP, its purpose and structure.

A language portfolio for ESLL should consist of the following sections:
1. Language passport.
2. Biography of foreign language learning.
3. Dossier.

The first section (Language passport) is preceded by a table of contents, which is the basis for searching for the necessary LP section. Instructions for use are presented before the beginning of each section. The first section of the language portfolio, the Language Passport, contains information about the student's level of proficiency in the FL. The Language Passport has a three-component structure and includes the following blocks: experience in using the FL, a self-assessment block, and a teacher's assessment block. The language passport contains a photo, student's profile data, personal information (hobbies, etc.), criteria for assessing students' academic achievements, and their own self-assessment of their proficiency in a foreign language.

The second section of the language portfolio - Biography - is a set of information that describes the informal experience of using foreign language speech and reflects the level of proficiency in the language determined by the owner of the LP. The main purpose of this section is to involve students in self-analysis of their own learning process, its self-assessment, recording results, planning, determining subsequent goals in mastering foreign language skills and understanding the methods of acquiring skills. The biography of learning the language includes the following components: a work plan for the subject on the topic (semester, year); a teacher's assessment sheet of the student's level of proficiency in a foreign language (which is filled out in the form of a graph indicating the type of speech activity being assessed); a student's self-assessment sheet of their own achievements, which allows them to develop objective self-assessment.

The third section of the language portfolio – Dossier – is a statement of experience in mastering foreign language speech, which is presented by samples of completed work, results of self-assessment, description of work experience and any other documents at the choice of the LP owner. The main part of the dossier consists of samples of written texts

independently selected by the portfolio owner, which serve as confirmation of achievements during the period of study. Samples can be submitted to the dossier at different stages of their creation. It is advisable to present one of them in all versions in accordance with the sequence of stages – planning, draft, correction, editing. The language dossier may include students' creative projects, reports on a topic in a foreign language, crosswords on studied topics, etc.

Also, the student's LP may contain:

1. Notes containing recommendations for the development of academic skills (reading speed; how to organize your work; a scheme for writing an essay, a personal business letter, a resume; tips for preparing for an interview; a terminology dictionary, etc.).

2. Reflection, which includes evaluation letters and feedback from teachers and parents about the student's MP.

The main task of the LP is:

• implementation of a promising educational technology of students' academic achievements into practice;

• arming students with a tool for determining achievements in language learning;

• developing and supporting each student's interest in learning languages throughout life;

• an opportunity for the teacher to assess the level of achievements of each student in mastering a foreign language along with the assess of the physical/mental health of the student who has to study within the martial law conditions.

The development and implementation of the student's LP in a foreign language activates the process of language acquisition and helps to educate the creative, self-sufficient, worthy citizen of Ukraine who will be able to rebuilt our country after the war.

Monitoring psychological surveys, tests meetings and studies are a means of obtaining objective information about the state of education and developing appropriate strategies for the development of the ESLL under the pressure of the atrial law. They provide comparative information about the level of educational achievements of students, their physical and mental health. They are the basis for adjusting and correction of the educational process, teaching methods, and updating the content of education.

We can mention that the use of distance learning along with the interactive forms and methods, individualisation in the ESLL allows us to practically increase the amount of conversational practice in the lesson, to motivate students, to perform didactic functions. Thus, the teacher becomes a mentor for independent educational, cognitive and creative activities of students. But we should also remember about the disadvantages: with extra use, the implementation of interactive technologies becomes mechanical, students reduce the level of their interest. Besides, the health-protecting tendency means the balance of online and offline learning, therefore it is necessary to diversify games and combine interactive teaching methods with traditional ones.

Conclusions. Therefore, teachers during the ESLL at the current stage of development of pedagogical science within the conditions of the martial law should try to build an educational process on the scientific and conceptual basis of such educational tendencies as:

- digital interactive technologies which comprise traditional and non-traditional classroom methods;

- personally oriented technology/individualisation along with the communicative intense activity;

- health-preserving technologies.

Our further research works will be devoted to the problems of ESLL of students with the special needs who must adapt to the harsh and severe martial law conditions.

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