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ОСОБЛИВОСТІ КЕРІВНИЦТВА ПРОЦЕСОМ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В УМОВАХ ВІЙНИ

У статті розглядаються особливості керівництва впровадженням новітніх та інноваційних методів навчання здобувачів для створення безпечного освітнього середовища, організації здобуття якісної іншомовної освіти в воєнних умовах. Досліджуються різноманітні аспекти вивчення іноземної мови як мови професійної взаємодії - навчальний; пізнавальний; розвиваючий; виховний. Розкривається роль та значення навчального аспекту, який передбачає оволодіння іноземною мовою як засобом міжособистісного спілкування в основних видах мовленнєвої діяльності – аудіюванні, говорінні, читанні та письмі. Когнітивний - пізнавальний аспект спрямований на збагачення духовного світу особистості, набуття та розширення знань як про культуру країни, мова якої вивчається, так і про рідну країну. Розвивальний аспект стосується розвитку мовленнєвих здібностей особистості. Виховний – пов'язаний з формуванням таких рис характеру, як доброзичливість, толерантність, колективізм, активність, працелюбність тощо.

В умовах війни досліджуються завдання з викладання іноземної мови для викладача: підготувати власні дидактичні матеріали, адаптувати їх до реалій життя країни; познайомити здобувачів з новою лексикою (військова, комендантська година, допомога, підтримка, притулок, біженці, вторгнення тощо) та активізувати її в мовленні. Аналізуються технології виконання пошукових та творчих завдань, читання текстів, виконання рутинних мовних

вправ іншомовної підготовки у дистанційному та змішаному форматах, що може відбуватися у синхронному та асинхронному режимах. Даються рекомендації щодо воєнної тематики викладання іноземної мови. Як рекомендація пропонується включати такі теми, які можуть стати предметом спілкування: особиста історія; волонтерська діяльність; участь видатної особи у боротьбі країни проти агресора; питання особистої безпеки; майбутнє України.

Окремо розглядаються психологічно-емоційні аспекти управління процесом іншомовного навчання – особливості викладання на основі традиційних та новаційних методів донесення матеріалу та контролю його засвоєння.

Ключові слова: іноземна мова, мова професійного спрямування, викладання іноземної мови, управління процесом викладання, воєнний стан, методи викладання в умовах війни.

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SPECIFICS OF MANAGING A FOREIGN LANGUAGE TEACHING TO HIGHER EDUCATION STUDENTS UNDER CONDITIONS OF WAR

The article examines the peculiarities of management in the implementation of the traditional and innovative methods of training students to create a safe educational environment, organization of obtaining high-quality foreign language education during the war. Various aspects of learning a foreign language as a language of specific purposes are studied - educational; cognitive; development. Technologies for executing creative tasks, reading texts, performing routine language exercises of foreign language training in the distance and mixed formats, which can occur in synchronous and asynchronous modes, are analyzed. Recommendations are given regarding military topics in foreign language teaching. The psychological and emotional aspects of managing the process of foreign language learning are revealed - the peculiarities of teaching based on traditional and innovative methods of delivering the material and its assessment.

Keywords: foreign language, language for specific purposes, teaching of a foreign language, managing the teaching process, martial law, methods of teaching under war.

The formulation of the problem. The system of education in Ukraine has undergone significant changes because of measures related to the 2022 aggression of Russia. For all educational institutions, the study process was organized under the conditions resulting from the constant bombing and shelling. This situation contributed to the identification of issues in the field of education and the search for new forms of presenting educational material and maintaining a high level of basic and professional knowledge. All educational institutions had to take into account new teaching conditions connected with the psychological status of students and to use a new learning format, namely online learning intensified with the aggression of the Russian Federation, hostilities in the east of Ukraine, bombings, missile strikes, air raid alarms, and cyber-attacks, which caused instability of the Internet connection and the disruption of normal Zoom/Google Meet network communication.

Analysis of recent research and publications. Various aspects in adaptation of the Ukrainian universities to martial status were examined by Z. Shats'ka, I. Shevchuk, F. Shevchuk and others [7-8]. In their manuscript on Ukrainian education under the war such scholars as S. Terepyschych, G. Homenko, D. Spyrydenko, D. Dodonov, V. Zayichko reveal foreign practices in re-integration of higher education and Ukrainian experience in moving universities while describing the situation of Russian-Ukrainian war starting from 2014 [6].

The aim and tasks of the paper. The purpose of the paper is to reveal the features of foreign languages teaching at the universities under the war.

The main body of the paper and the obtained results. The education system of Ukraine after February 2022 found itself in new realities of functioning. The educational managers were faced with the challenges that no one had solved before [4, c. 13].

The situation developed during the full-scale invasion of Ukrainian territory demands the whole world to talk about it. In this situation the knowledge of foreign languages will certainly serve as an additional practical tool for the struggle of the Ukrainian people for their own sovereignty, independence and territorial integrity, while positively motivated student youth, future professional interpreters and teachers of foreign languages, as well as professionals of any field will become the voice of the Ukrainian nation on the international arena. After all, language is a kind of bridge connecting Ukraine with the rest of the countries, ready for intercultural dialogue and partnership.

Nowadays, the events caused by the armed aggression of the Russian Federation and the declaration of martial law in Ukraine, in accordance with the Decree of the President of Ukraine dated February 24, 2022 No. 64/2022 «On the introduction of martial law in Ukraine», have become quite a crucial test for all participants of the educational process. It affected the usual way of life of each citizen of Ukraine. The concepts of war and education are not compatible, but today this is a reality [3].

During the war, the educational institution becomes a center to enable students to obtain not only knowledge, but also psychological support, to retain the sense of belonging to the community and to believe in their own strength. When students ask about war or military actions, the teacher is expected to answer briefly, calmly and using only true facts. Special attention in classes should be paid to teaching students to understand, express and manage their own emotions.

Under the martial law, it is especially important to ensure the student's rights while and ensuring them the opportunity to continue their education.

In wartime conditions, taking into account the existing threat to the life and health of all participants of the educational process residing in dangerous regions, and the migration of the population to safer regions, it is becoming increasingly important to introduce the latest and innovative methods of teaching students to create a safe educational environment and to organize the obtaining quality education under these conditions [2]. Despite the situation in the country, there is a significant increase in the level of requirements for foreign language proficiency of students. At the same time, knowledge of a foreign language includes not only the opportunity to obtain professional training. More and more attention is paid to the aspects of learning a foreign language as a language of professional interaction.

In the context of expanding the sphere of cooperation with foreign partners, the opportunity to communicate with foreign colleagues becomes extremely significant. Accordingly, there is a growing demand for qualified specialists with professional foreign speaking competences.

The result of learning a foreign language in institutions of higher education, which does not particularize in the specialized teaching of foreign languages, is not only the acquisition of professionally oriented vocabulary [2]. For the student of higher education, the foreign language should become the tool enabling such issues as obtaining information from foreign language sources about innovations abroad; presenting one's own achievements in written and oral forms on websites, conferences, meetings; ability to use the acquired knowledge to solve new tasks; getting acquainted with different views on the same problem and different approaches to its solution; ability to use research methods of collecting the necessary information, analyzing it from different points of view, putting forward hypotheses, drawing conclusions and generalizing the data; using language as a means of communication in professionally oriented communicative situations of future practical activities and in various situations of real life.

The analysis of methodological literature sources indicates that the concept of the purpose of the subject «Foreign language» is complex, its main components are considered to be four aspects: 1) educational; 2) cognitive; 3) developing; 4) training. The *educational aspect* involves mastering a foreign language as a means of interpersonal communication in the main types of speech activity - listening, speaking, reading and writing. The *cognitive* aspect is aimed at enriching the spiritual world of the individual, acquiring and expanding knowledge about both the culture of the country whose language is being studied and the native country, namely, about history, literature, painting, music, customs, traditions, etc.; about the structure of a foreign language, its system, character, features, similarities to the students' native language and differences with it. The *developing* aspect concerns the progress of an individuals' speech abilities, their phonetic and intonation hearing, language guesswork, imitation, logical presentation of thoughts, etc.; such mental functions of the individual as different types of memory (auditory and visual, operational and long-term), attention (voluntary and involuntary) and imagination, etc.; the ability to communicate with other people. Thus, in the educational policy of the European Union, it was decided that it would be appropriate to highlight the Basic Complex of Integration Disciplines, which must necessarily include comparative history, the basics of law and political economy, languages and literature, sociology and cultural studies. Such a complex, which covers humanitarian disciplines and is aimed at identifying individualities in national cultures and their connection with universal human values, should also give an idea of «European consciousness», contribute to the formation of intercultural communication skills [1, p. 80]. The *training* aspect in the process of learning a foreign language involves the cultivation of the culture of communication accepted in the modern civilized world; formation and consolidation of such character traits as benevolence, tolerance, collectivism, activity, diligence, etc. [5, p. 5].

One of the features of the «Foreign Language» discipline is the construction of an educational process based on communicative and activity approaches with the provision of the sociocultural context of the learning content. While obtaining information about the culture of the countries whose language is being studied and comparing them with their native country, students form holistic ideas about the peculiarities of life in a globalized world, a system of universal and national values. The implementation of training programs in foreign languages in distance and mixed formats can take place in synchronous and asynchronous modes (depending on the training formats agreed with the military-civilian administration, the technical capabilities of the participants in the educational process, the availability of electricity, the Internet, etc.).

Spoken communication between teachers and students in dialogic and monologic forms, explanation of new material should be the priority activities during online foreign language classes. It is advisable to offer students reading, text translation and carrying out written tasks as independent work.

The organization of educational activities with students depends on their age category, bachelor's/master's degree, mental characteristics and their readiness to perceive educational material.

Therefore, foreign language teachers should try to find a separate approach to dealing with different categories of students.

Search and creative tasks of a cultural focus, reading interesting texts, and even performing routine language exercises will also allow students focusing on the content aspect of foreign language training.

It is permissible to consider military issues with students who are more ready to reflect and consider such complex events. No textbooks contain topics of life for the country at war. Nowadays, young people have become eyewitnesses of events that cannot be ignored or hidden. Therefore, for the formation and development of civic competence, it is recommended to include military topics in classes. In this case, foreign language teachers are to set themselves the following tasks:

- 1) prepare own didactic materials, adapt them to the realities of life in the country;
- 2) introduce students to new vocabulary (military, curfew, aid, support, shelter, refugee, invasion, etc.) and activate it in students' speech.

Topics that can become the subject of communication:

- personal history. The war has affected the lives of particular Ukrainians in different ways: someone's parents took up arms, someone works as a volunteer, someone had to temporarily change their place of residence;

- volunteers' activity. Trying to help the country stand up against the aggressor, many Ukrainians and foreigners embarked on carrying out humanitarian tasks. The topic on what exactly they do and how they help can become the subject of discussion in class;

- the participation of a prominent person in the country's struggle against the aggressor. Many of them actively participated in the defense of the country on the military and humanitarian front, and therefore serve as a positive example of service to their people, which is worth talking about;

- the issue of personal security. The war has drastically increased the number of threats to human health and life. Along with the usual rules of personal hygiene or road traffic, there is a need to protect the population during hostilities, air raids, movement in and outside the city, staying in bomb shelters, observing curfew rules;

- the future of Ukraine. It is important to focus on a positive future. All wars end, but for a long period of time we will have to eliminate the consequences of war, rebuild destroyed cities, create jobs, integrate into the European Community. By orienting students to model their own vision of the future of Ukraine, the teacher contributes to the formation of a positive vision of future prospects in them.

Students' own statements regarding outlined topics in a foreign language should be presented in the form of videos, news, provided there is an Internet connection. Given the fact that the outlined topics are difficult from a psychological point of view, it is worth analyzing the psychological readiness of students. Reflecting on these topics, receiving psychological support from the teacher, students will be able to look at the events taking place in the country in a different way and realize that the war is bound to end and they will return to a peaceful life.

The activity of educational institutions in Ukraine has undergone significant changes lately since the war time poses completely challenges for them. In this difficult time, we should emphasize the psycho-emotional state of students, establishing trust-based relations with them, creating a sense of security and support [9]. Therefore, teachers should construct appropriate level of requirements for knowledge and success, due to the students' state of stress, anxiety, panic and confusion. That means there is a compelling need in lesson planning considering the above-mentioned facts. Teachers have to develop lessons taking into account the following facts:

- as a result of strong emotional experiences, the cognitive abilities of the brain deteriorate significantly, so it is much more difficult for students to perceive new information and reproduce previously learned one;

- the consequences of stress can be manifested in the form of excessive restlessness, irritability, aggression or by contrast - apathy and withdrawal;

- students may come from zones of active hostilities, who might have lost their family and friends. Their psyche is currently extremely vulnerable.

The structure of online classes in the conditions of martial law should guarantee the effectiveness of education.

Based on our own experience we would outline the following practices and advice for teachers.

Starting a lesson. It is worth starting classes in new realities not by revising what they have learned, but by friendly communication and support. With all his/her appearance, the teacher should radiate calmness, confidence, benevolence and willingness to listen and console. First of all, tell students that you are glad to see them in a good state, healthy and emphasize that you are proud of their resilience and ability to cope with difficulties.

The second stage of a lesson. It is worth allowing 4-5 minutes for psychological practices to activate the parasympathetic nervous system. Basically, these exercises are aimed at stabilizing breathing and eliminating feelings of anxiety.

The third stage of a lesson. Training material. In any topic, rely on the basics that students should have learned reliably before. Start with the simplest to create a feeling of lightness and understanding in students. Here are the top tips:

- organize revising in the form of an interesting discussion or quiz;
- explain the material clearly and succinctly, use infographics and video fragments. A short English test is advisable to check the assimilation of information;
- offer educational tasks in the format of games and joint projects. On the average, these are 2-3 tasks of different types;
- summarize by asking everyone what was interesting and what they remembered from the lesson.

The fourth stage of a lesson – home assignment. Do not overload students with too complex or voluminous tasks. Be sure to use an individual approach in selecting tasks. In general, choose 1-2 exercises with the opportunity to visually demonstrate the result: write an essay, make a table, etc.

The difficult psychological state of teachers and students is one of the serious problems that creates obstacles in ensuring the quality of education. Teachers and students who suffered from the military aggression of the Russian Federation, need significant psychological support [4, p. 14].

The main task is to create a trusting and relaxed atmosphere of respect and mutual support in classes, where students are not afraid to share their thoughts and emotions. From now on, friendly conversations and exercises to relieve psychological tension should become inseparable components of classes. In addition to classes, it is important to maintain communication in social networks with students.

In the current conditions, it is necessary to shift the focus of attention from academic success to support and normalization of students' mental state.

Demonstrating your own calmness and poise is the easiest way to help our students calm down. To reach a result in profiling they should be remembered that it's not a teacher who dominates the lesson, but a student. Both, a teacher and a student build up their mutual process of learning. A student chooses topics, a teacher functions at the lesson as an assistant or a facilitator.

1. Give students the opportunity to express themselves: talk about their mood, talk about their affairs. When a person names (speaks) his/her emotions, the activity in the parts of the brain changes and anxiety decreases.

2. Allow students to talk about their sadness or anger, but be sure to direct their attention to small victories, strengths, and good news. You can find something positive in every day.

3. If you know that one of the students has had a terrible traumatic event, do not ask about it in detail. Repetition of details can cause repeated traumatization of the psyche. Also remember that if someone shares scary events in the group, it can contribute to the traumatization of other students.

The current situation could affect the behavior of students, their ability to learn the material. Stress can affect attention, memory, and the ability to concentrate. It should be taken into account that, in addition to what has been described, one of the mechanisms for protecting the psyche is regression.

Teachers should worry about themselves. Remember: in order to help others, you need to restore your own resource, satisfy your basic needs. Take care of a safe place for yourself where you can conduct classes. Discuss with your family what to do if an alarm goes off while you are teaching. Develop your algorithm of actions.

If the «Air Alarm» signal is activated, show confidence in your actions. Calmly inform students about the signal. Emphasize students' attention with the phrase «You are going to a safe place that is set according to the rules of your family». Report «After alarm sound, join scheduled classes». Try to stay calm, be persuasive.

And finally. Convey to students the idea that every day, regardless of whether I want/don't want, can/can't, we all have to complete several tasks: social, physical and cognitive. We must maintain communication with relatives and acquaintances, to maintain foreign language competences - with foreign colleagues. Unity and support are important for everyone.

Any person needs movement, especially in times of stress - it stabilizes, brings us to our senses and gives us strength for further actions. Any active and at least relatively intense movement.

And any person also needs his/her brains and the ability to learn, remember and analyze. So it is extremely important to enable this feature. Learn and remember at least one thing every day: a foreign word, a grammatical structure or other useful information. It is important not just to look, but to learn.

Today, a large number of students are aware of the need to implement knowledge of a foreign language in practical professional activities, based on the creation of numerous opportunities in modern society to participate in joint international enterprises, cooperate with foreign colleagues, process and use information in foreign languages [2]. Today's education is rich in various innovative pedagogical technologies, which are aimed at the implementation and achievement of the tasks set by today's realities. Teachers increasingly begin to use these technologies in the educational process.

According to the traditional approach in teaching foreign languages to students of non-linguistic faculties, the teacher presents new material, and at home (asynchronously) learners work it out, performing exercises and tasks. This approach is justified in certain cases when the acquirers do not have previous experience of independent processing of the material, or the material is completely new or of high complexity.

During the war, unfortunately, the use of traditional teaching methods is impossible, it is necessary to optimize all forces and opportunities to ensure the educational process. Taking into account all this, an innovative approach to the formation of modern education and contact between the teacher and the student is needed. During the pandemic, the distance learning process was already applied, which can be carried out in synchronous and asynchronous modes using educational platforms (Moodle, Google Workspace, Google Classroom, Edmodo, Progress me) and online communication services and tools (Zoom, Skype, Team, Wordwall, Kahoot, Quizlet and basic Google services: Gmail, Calendar, Meet, Jamboard, Chat, Hangouts, YouTube and others).

Attention should also be paid to the implementation of another approach, when the new material itself is processed asynchronously, and its discussion and practical consolidation takes place in the online class. In this way, students can receive the material in a format convenient for them. It can be studying an available textbook, a video recording from your teacher, videos from YouTube online, etc. New material can be presented to students by recording video explanations, using recordings on the Internet platform, access to such recordings can be used as an alternative to attending synchronous classes, subject to availability. When planning the use of such sources, the teacher should take into account that the time for processing these materials cannot exceed the duration of asynchronous classes.

It is advisable to devote a significant part of the work to independent work, performing practical exercises and using active learning methods. In synchronous classes, it is worth using interactive techniques, training work in small groups, activating breakout rooms of the corresponding video conference services), which has a positive effect, especially on improving speaking skills.

It will be appropriate to use online tools, that is, to pay maximum attention to the fact of the simultaneous presence of a large number of participants to support joint work and interactions.

Online education is an extremely important method of maintaining the continuity of the educational process during military operations in the country. It is not known how long such a situation will last, but the teacher still has the opportunity to maintain contact with students, be ready to provide support and explanations, and constantly check their work. Such opportunities should be considered not only as forced measures, but also as time to improve and modernize the educational process, which can be achieved by using interactive tools for teaching foreign languages.

One of the equally important stages of learning is checking the assimilation of the material, which can be carried out in different modes and formats. Synchronously, it is better to organize individual conversations with students to discuss previously completed tasks (reducing the temptation to not comply with the principles of academic dishonesty). You can conduct tests asynchronously, or practice individualized tasks in various formats. Therefore, improvement and modern interactive online methods of teaching English should be priority tasks for educators in the future in order to attract students not only from Ukraine, but also foreign students.

Conclusions and prospects for further research. Summarizing the main proposals for education management bodies in ensuring high-quality teaching of foreign languages it would be appropriate: to develop partnerships and international cooperation on the integration of digital learning technologies in the educational process; to apply the main principles and strategies of the Pedagogy of Partnership in teaching foreign languages in order to ensure individualization of education; to organize academic virtual student exchanges with the aim of promoting the development of intercultural competence and communication; to spread the philosophy of Open Education Science without any restrictions and obstacles.

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