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**ВИКЛАДАННЯ МОВ  
У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ  
НА СУЧАСНОМУ ЕТАПІ**

**МІЖПРЕДМЕТНІ ЗВ'ЯЗКИ**

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науково-практичної конференції

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**В 43** Викладання мов у закладах вищої освіти на сучасному етапі. Міжпредметні зв'язки: Тези XXVII Міжнародної наук.-практ. конф. (5–6 червня 2025 року, м. Харків, Україна). [Електронний ресурс]. Харків: Харківський національний університет імені В. Н. Каразіна, 2025. (PDF 78 с.)  
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До електронного збірника включено тези доповідей, присвячені актуальним теоретичним питанням мовознавства та прикладним аспектам методики викладання мов у закладах вищої освіти. У матеріалах представлено результати досліджень науковців і викладачів української та англійської мов як іноземних, профільних дисциплін, які висвітлюють сучасні проблеми та інноваційні підходи до мовної освіти в Україні.

Проаналізовано новітні досягнення у сфері викладання іноземних мов та профільних дисциплін, зокрема психолого-педагогічні та лінгвістичні засади методики навчання, міжпредметну координацію, професійно орієнтоване навчання, а також лінгвокультурологічні аспекти викладання. Окрема увага приділена питанням дистанційної освіти, зокрема організації мовної та фахової підготовки в онлайн-форматі, а також аналізу проблем і перспектив такого навчання в умовах кризових ситуацій.

Тези містять аналітичні огляди впровадження мультимедійних технологій в освітній процес: створення дистанційних курсів, електронних підручників, навчально-методичних посібників, електронних словників, презентацій до занять, тестових матеріалів тощо. Окреслено типологію завдань у підручниках, принципи наступності та міжпредметної координації у викладанні мов та профільних дисциплін, а також інтеграцію цифрових ресурсів, інтернет-технологій, штучного інтелекту та сучасних технічних засобів у навчальний процес.

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## **LANGUAGE TEACHING AT HIGHER EDUCATION INSTITUTIONS AT THE MODERN STAGE**

### **INTERDISCIPLINARY CONNECTIONS**

Abstracts of the XXVII International Scientific and Practical Conference

(June 5–6, 2025, Kharkiv, Ukraine)

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The electronic collection comprises abstracts of papers that explore current theoretical issues in linguistics and applied aspects of language teaching methodology in institutions of higher education. The contributions present research findings by scholars and instructors of Ukrainian and English as foreign languages, as well as specialized disciplines, highlighting contemporary challenges and innovative strategies in language education across Ukraine.

The collection examines recent developments in foreign language and subjects-specific instruction, addressing psychological, pedagogical, and linguistic foundations of teaching practices, interdisciplinary coordination, profession-oriented approaches, and linguocultural dimensions of language teaching. Particular emphasis is placed on issues related to distance learning – specifically, the organization of online language and professional training, along with critical evaluations of the challenges and prospects of such education under crisis conditions.

Several abstracts also offer analytical overviews of the integration of multimedia technologies into educational practice – including the development of online courses, electronic textbooks, instructional manuals, electronic dictionaries, classroom presentations, testing materials, and more. The volume outlines the typology of tasks in textbooks, principles of continuity and interdisciplinary coordination in teaching languages and specialized disciplines, as well as the integration of digital resources, internet technologies, artificial intelligence, and modern technical tools into the learning environment.

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## **PEDAGOGICAL ASPECTS OF MEDIA EDUCATION ACTIVITIES**

**Boieva E.V., Bosak N.F.**

***Ukraine, Odesa, South Ukrainian National Pedagogical University  
named after K.D. Ushynsky***

If until recently in the post-Soviet space the functioning of language in the field of mass media was studied by representatives of various areas of language science – stylistics, culture of speech, sociolinguistics, pragmalinguistics, linguopoetics (S. Bernstein, I. Beloded, V. Kostomarov, V. Kukharenko, N. Pilinsky, G. Solganik, G. Pocheptsov, S. Ermolenko, A. Taranenko, B. Norman, etc.), today in order to unite all these once separate areas, including those that study the language of mass media in Ukraine, a general discipline of "media linguistics" has been formed, which, according to L. Shevchenko and D. Sizonov, "in a dynamically changing world, he investigates the functional nature of the most powerful information sphere, which affects the processes of language development both by name and by the object of analysis" [5: 8]. Undoubtedly, the prerequisites for the formation of Ukrainian media linguistics should be considered the works of such well-known Western scientists as T. van Dyck, M. Montgomery, A. Bell, R. Fowler and others. Perhaps, those researchers who believe that media texts today constitute the core of modern audiovisual culture due to their undivided dominance in the information field of Ukraine and deserve closer attention and study from domestic linguodidactics are right. It should be noted that the pedagogical aspects of the phenomenon of mass communication in the theory and practice of the latest media are revealed in two directions: educational and applied. In education, we can trace two strongly interrelated trends: the enlightenment of the general population and the use of mass communication in the learning process. Applied aspects are more often implemented through the organization of special mass information projects addressed to children, adolescents or youth audiences. Also it is worth adding that one of the characteristic features of the educational impact of mass communication on children and youth is the transmission of norms and style of behavior, value guidelines mainly in a virtual-figurative artistic form.

Monitoring and evaluation of the effectiveness of various aspects of media literacy in the educational field (emotional intelligence, critical perception of information and analytical skills to assess its reliability and sources of dissemination (individual, organization, government structure, news agencies), ability to communicate effectively, safety on the Internet, participation in public life and

professional development), including innovative approaches, technologies and teaching methods (interactive games and interactive simulations, media production projects, educational videos and webinars, online courses and adapted e-learning platforms for a wide range of users of different social, educational and age groups, cooperation with public organizations, media partners and experts in the field of media education, multimedia and e-resources and tools for fact-checking and determining the reliability of information), as well as effective ways to improve the skills of teachers (master classes, training sessions to get acquainted with the latest methods, tools and e-resources for further integration into the educational process, participation in grant programs), enabled specialists from the G.S. Kostiuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine to discover that today "media literacy is more than just the ability to distinguish true information from fake information; it includes the ability to analyze, evaluate, communicate with the help of media resources, as well as create them" [1: 297–298].

A critical analysis of the world and domestic scientific foundations on the general problems of media education activities (O. Baryshpolets, K. Bezelgett, G. Golovchenko, B. Duncan, J. Lall, L. Masterman, M. McLuhan, N. Prykhodkina) allows us to conclude that despite the fact that domestic media education has long been under the influence of first Soviet and later Russian concepts of media education, today the interdisciplinary concept of the Ukrainian media educational space – "media culture" – has been clearly outlined information and communication means developed by mankind in the course of cultural and historical development, which contribute to the formation of social consciousness and socialization of the individual (by N. Kyrylova). At the same time, appealing to the scientific conclusions of analysts in the field of audiovisual and screen culture (I. Eliner, P. Greenaway, R. Quin & B. McMahon, G. Polikarpova, K. Tyner, O. Taranenko, N. Cherepovska, O. Fedorov, Y. Usov), we track the tendency to replace the concept of "media culture" with the term "screen culture", the main material carrier of which is not writing, but "screen", i.e. the dialogical nature of the relationship between the screen text and the partner. In this way, screen culture differs from written (book) culture, since the culture of personal contact is reproduced, which orients a person to direct interaction on the principle of dialogue. Obviously, screen arts, such as cinema, television, video games, are of particular importance in our time for solving the problems of media education, since they, being an integral part of everyday life, have a great power of emotional, ethical, aesthetic influence on the younger generation. Art critic O. Kutsenko states the fact that "the intrusion into our lives of a previously inaccessible flow of audiovisual information (from mass film, television and video production to electronic networks), the rapid development of electronic technologies, the emergence of curricula in multimedia technologies, the widespread introduction of interactive learning systems have led to the transformation of culture, the change of some value systems to another, an almost complete change in the consciousness and thinking of the younger generation" [4 : 170]. Speaking about the influence of the media and the transformation of mass culture in modern media texts, Zh. Horina



focuses on their normative and regulatory (purposeful formation of certain cultural and linguistic norms, values, standards for imitation), entertainment (appeal to basic instincts, to the needs of relaxation, rest and entertainment) and compensatory (distraction, escape from reality into the world of fictional illusions, the world of dreams and fantasies) functions, through which the mass youth audience various, but often manipulative and contradictory media messages are consumed [2: 17–19]. It is noticeable that in the new edition of the "Concept of the Introduction of Media Education in Ukraine" (ed. L. Naydenova, M. Slyusarevskyi), preference is given to the problems of developing media literacy, which is a component of media culture and which "refers to the ability to use information and communication techniques, express oneself and communicate with the help of media, successfully obtain the necessary information, consciously perceive and critically interpret information received from various media, separate reality from its virtual simulation, i.e. understand the reality constructed by media sources, comprehend power relations, myths and types of control that they cultivate" [3].

Thus, the considered research approaches, key ideas on media education paradigm in Ukraine and abroad, allow us to summarize the following:

- the conceptual foundations of media education models today are aesthetic (artistic), practical, culturological, semiotic theories of media, as well as the theory of the development of critical thinking, in fact, media education itself as a process of teaching theory and practical skills in mastering modern media is part of a specific and autonomous area of knowledge in pedagogy;

- the defining goals of modern media education are: a) the formation of a culture of interaction with the media and the development of perception of various types of information, the skills of competent analysis and interpretation of media text, b) the formation of students' media-communicative and creative abilities, initiative and critical thinking in the process of working with various formats and genres of media, the ability to use the acquired media educational skills throughout life; c) preparation of students of various educational institutions for life in the information society by strengthening the media-educational aspect in the content of compulsory disciplines, including in the language and literature & media field.

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## **LINGUO-CULTURAL COMPETENCE AS AN INTEGRAL COMPONENT OF FOREIGN LANGUAGE TEACHING**

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Teaching a foreign language, especially English, goes beyond grammar, vocabulary and pronunciation. It involves immersing learners in the culture of English-speaking countries, helping them understand the worldview, traditions, and social norms of native speakers. Language and culture are deeply intertwined, and without cultural awareness, learners may struggle with communication, pragmatics, and even misunderstandings in real-life situations. Incorporating cultural aspects into English teaching enhances students' intercultural competence, making them more effective and confident communicators. The linguo-cultural approach enhances intercultural communication skills, fosters tolerance, and deepens students' understanding of language as a cultural phenomenon.

The relevance of the chosen topic is due to the fact that linguistic and regional studies elements contribute to the knowledge of the spiritual wealth of other people, the establishment of active communication, and the increase of the level of humanitarian education.

Linguo-cultural studies explore the relationship between language and culture, analyzing how national identity, traditions, and values are reflected in linguistic structures. This discipline covers: cognitive aspects of language – how speakers of different languages perceive the world; ethnolinguistics – how language reflects folklore, customs, and traditions; semantic peculiarities of words – understanding culturally loaded words that may not have direct equivalents in other languages. The linguo-cultural aspect involves the acquisition of vocabulary with national and cultural semantics, familiarization with facts, phenomena, values of national culture, ethical and aesthetic norms accepted in society, that is “the acquisition of secondary acculturation” [1: 192].

Understanding a language means understanding the behaviors, traditions, and values of its native speakers. English places a strong emphasis on politeness, indirectness, and small talk. For instance, Phrases like “How are you?” and “Have a nice day” are commonly used as social courtesies rather than literal inquiries.

Many English words and expressions carry meanings shaped by historical and cultural contexts: “Thanksgiving” is not just a holiday but a tradition rooted in American history. “Tea time” in British culture is more than just drinking tea; it signifies social interaction. Exploring holidays like Christmas, Thanksgiving, or Halloween provides insights into the beliefs and customs of English-speaking



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Електронне наукове видання комбінованого використання  
Можна використовувати в локальному та мережному режимах

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