

**Rivne State University of the Humanities
Philological Faculty
Department of Theory and Practice of Foreign Languages and
Teaching Methodology**

**Diploma research of the educational qualification level «Bachelor
Degree»**

«Language Acquisition Methods in a Higher School»

**Presented by: the 4th year student
of the Philological Faculty
Heruk Vladislava (Герук Владислава
Миколаївна)**

**A Supervisor: Phd in Psychology, Associate
Professor of the Department of Theory and
Practice of Foreign Languages and
Teaching Methodology
Verovkina Olena Ye.**

**A Reviewer: Phd in Pedagogical Sciences, an
Associate Professor, the Head of the Department
of Foreign Languages of the International
Economic University and the University of the
Humanities named after Academician Stepan
Demyanchuk Kochmar D.A.**

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SUMMARY

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The object of our research: professional training of future foreign language teachers and providing Language Acquisition Methods in a Higher School.

The Subject of the research: the Technology for forming the readiness of future foreign language teachers for distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

The purpose of the research: to theoretically substantiate, develop and experimentally verify the Technology for forming the readiness of future foreign language teachers for distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

The conceptual idea of the research of Language Acquisition Methods in a Higher School is the paradigm of social determinism in Language Acquisition Methods in a Higher School of the professional training of future foreign language teachers and the possibility of its improvement by forming in them readiness for distance learning in a Higher School. The readiness of future foreign language teachers for distance learning will be formed effectively if the corresponding technology is designed on the principles of constructivism, pragmatism, systemic studying, integrative, synergistic, competency-based and personality-oriented approaches, and they also ensure the consideration of the essence of personal readiness of a teacher for Language Acquisition Methods in a Higher School, mutual interaction of its competency and psychological components of Language Acquisition Methods in a Higher School.

The theoretical value of our research of Language Acquisition Methods in a Higher School:

Firstly, within the paradigm of **the Multidimensional Approach**, we give **the following definition:** “**Pedagogical (Educational) Technology of Language**

Acquisition Methods in a Higher School is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in some time and space, and such that leads to the intended results”. Understanding its hierarchical structure within the paradigm of this Multidimensional Approach is demonstrated by the fact that the concepts of “Pedagogical Technology of Language Acquisition Methods in a Higher School” and “Distance System of Education as Language Acquisition Methods in a Higher School” are placed side by side.

Firstly, we proposed Language Acquisition Methods in a Higher School, which connects the concepts of “Educational Technology of Language Acquisition Methods in a Higher School”, “Pedagogical Technology of Language Acquisition Methods in a Higher School”, “Teaching (Educational) Technology of Distance System of Education as Language Acquisition Methods in a Higher School” and “Pedagogical Technology of Language Acquisition Methods in a Higher School” in this way.

Firstly, we noted that Pedagogical Technology of Language Acquisition Methods in a Higher School covered a certain branch of Pedagogical Activity, which, on the one hand, covered a number of its components, and on the other hand, could itself be a component of Pedagogical Activity (Technology) of a wider (higher) level. In this hierarchy (vertical structure), the scientist distinguishes the following four subordinate classes of Pedagogical Technology of Language Acquisition Methods in a Higher School.

Firstly, we described **the types of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**.

1. Metatechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School. They represent the educational process at the level of implementation of social policy in the field of Education (socio-pedagogical level). These are general pedagogical (general didactic, general educational) technologies that cover the entire educational process in a country, region, educational institution. **Examples of the English**

Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School: the developmental of Learning Technology, Educational Quality Management Technology in a region, Educational Activity Technology in a particular school.

2. **Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**, or sectoral pedagogical technologies, cover activities within any educational field, the direction of training or education, the academic discipline (they are set on general pedagogical and general methodological level). **Examples of Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** the Technology of teaching the educational subject, the Technology of compensatory learning.

3. **Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**, or Modular-local, are technologies for implementing individual parts (modules) of the educational process, have the aim at solving partial, local didactic, methodological or educational tasks. **Examples of Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** Technologies of individual types of the activity of a teacher and students, the Technology of studying a given topic, the Technology of a lesson, the Technologies of assimilation, repetition, control of knowledge.

4. **Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have the aim of solving narrow operational tasks and those ones that relate to individual interaction or self-influence of subjects of the pedagogical process (contact-personal level). **Examples of Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have the purposes: of forming writing skills, trainings on correcting individual qualities of an individual. It should also be noted that this classification is included into the system of classifications of Pedagogical

Technology of Language Acquisition Methods in a Higher School.

Key words: Language Acquisition Methods, the professional training of future foreign language teachers, distance learning, Pedagogical (Educational) Technology.

Герук Владислава Миколаївна (2025). Методи вивчення мови у вищій школі. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Об'єкт дослідження: професійна підготовка майбутніх вчителів іноземних мов та забезпечення методів вивчення мови у вищій школі.

Предмет дослідження: Технологія формування готовності майбутніх вчителів іноземних мов до дистанційного навчання в парадигмі використання ними необхідних методів вивчення мови у вищій школі.

Мета дослідження: теоретично обґрунтувати, розробити та експериментально перевірити технологію формування готовності майбутніх вчителів іноземних мов до дистанційного навчання в парадигмі необхідних методів опанування здобувачами освіти мовою у вищій школі.

Концептуальною ідеєю дослідження методів вивчення мови у вищій школі є парадигма соціального детермінізму професійної підготовки майбутніх вчителів іноземних мов та можливість її вдосконалення шляхом формування в них готовності до дистанційного навчання у вищій школі. Готовність майбутніх вчителів іноземних мов до дистанційного навчання буде ефективно формуватися, якщо відповідна технологія буде розроблена на принципах конструктивізму, прагматизму, системного навчання, інтегративного, синергетичного, компетентнісного та особистісно зорієнтованого підходів, а також забезпечить врахування сутності особистісної готовності вчителя до методів вивчення мови у вищій школі, взаємодії його компетентнісного та психологічного компонентів.

Теоретична цінність нашого дослідження методів опанування

здобувачами освіти мовою у вищій школі:

Вперше в рамках парадигми багатовимірного підходу, ми пропонуємо таке авторське визначення: «Педагогічна (освітня) технологія методів вивчення мови у вищій школі є цілісною системою функціонування всіх компонентів педагогічного процесу, побудована на науковій основі, запрограмована в певному часі та просторі, є такою, що призводить до бажаних для вчителя результатів». Розуміння ієрархічної структури педагогічної (освітньої) технології методів вивчення мови у вищій школі в рамках парадигми цього багатовимірного підходу демонструється, передусім, тим, що поняття «Педагогічна технологія методів вивчення мови у вищій школі» та «Дистанційна система навчання як метод навчання мови у вищій школі» є взаємозалежними.

Вперше ми запропонували методи вивчення мови у вищій школі, які пов'язують такі поняття, як: «Освітня технологія методів вивчення мови у вищій школі», «Педагогічна технологія методів вивчення мови у вищій школі», «Навчальна (освітня) технологія дистанційної системи освіти як метод вивчення мови у вищій школі» та «Педагогічна технологія методів вивчення мови у вищій школі».

Вперше ми зазначили, що педагогічна технологія методів опанування здобувачами освіти мови у вищій школі охоплює певну галузь педагогічної діяльності, яка, з одного боку, стосується окремих її компонентів, а, з іншого боку, сама може бути компонентом педагогічної діяльності (технології) більшою мірою ширшого (або вищого) рівня. У цій ієрархії (вертикальній структурі) ми виділяємо чотири підпорядковані класи педагогічної технології методів опанування здобувачами освіти мовою у вищій школі.

Вперше нами було описано види дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі.

1. Метатехнології дистанційного навчання здобувачами освіти англійської мови в парадигмі необхідних методів вивчення мови у вищій школі. Метатехнології дистанційного навчання представляють освітній

процес на рівні реалізації принципів соціальної політики в галузі освіти (на соціально-педагогічному рівневі). До цієї групи відносяться загальнопедагогічні (загальнодидактичні, загальноосвітні) технології, що охоплюють весь освітній процес у країні, регіоні, освітньому закладі. Прикладами дистанційного навчання та вивчення англійської мови в парадигмі використання необхідних методів вивчення мови у вищій школі є: розробка технологій навчання, технологія управління якістю освіти в регіоні, технологія освітньої діяльності в конкретному освітньому закладі.

2. Макротехнології дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі, або галузеві педагогічні технології охоплюють діяльність у межах будь-якої освітньої галузі, напрямку навчання чи освіти, освітнього компонента (вони встановлені на загальнопедагогічному та загальнометодологічному рівнях). Прикладами макротехнологій дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі є: технологія викладання певного освітнього компонента, технологія компенсаторної освіти або освітньої діяльності.

3. Мезотехнології дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі, або модульно-локальні технології, – це технології реалізації окремих частин (модулів) освітнього процесу, спрямовані на вирішення часткових, локальних дидактичних, методологічних або освітніх завдань. Прикладами мезотехнологій дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі ми вважаємо: технології окремих видів діяльності вчителя та здобувачів освіти, технологія вивчення певної заданої теми, технологія ведення уроку, технології опанування, засвоєння, повторення, контролю знань.

4. Мікротехнології дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі мають за мету вирішення вузьких операційних завдань та тих, що стосуються індивідуальної

взаємодії або самовпливу суб'єктів педагогічного процесу (контактно-особистісний рівень експлікації). Мікротехнології дистанційного навчання англійської мови в парадигмі необхідних методів вивчення мови у вищій школі мають на меті: формування у здобувачів освіти навичок письма, тренування та корекція індивідуальних якостей особистості. Слід також зазначити, що ця класифікація входить до системи класифікацій педагогічних технологій вивчення мови у вищій школі.

Ключові слова: методи вивчення мови, професійна підготовка майбутніх вчителів іноземних мов, дистанційне навчання, педагогічні (освітні) технології.

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INTRODUCTION

Relevance of the study of Language Acquisition Methods in a Higher School. The growing requirements for a high level of English Language Training of modern specialists, the processes of European integration and globalization, the European vector of the development of a higher educational system of Ukraine determine a great need for its adaptation to new socio-economic conditions in order to ensure the competitiveness of Ukrainian specialists for providing Language Acquisition Methods in a Higher School. Education is faced with so called Meta-task of forming foreign language communicative competence of Ukrainians at a level sufficient for involvement in the European space, increasing English Language teachers' mobility, acquiring additional opportunities for lifelong learning, employment and cultural exchange.

In this context, it is necessary to update professional training programs for foreign language teachers, which will create a basis for improving the system of their teaching and make it possible to satisfy the social demands for personally oriented teaching of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School.

According to the National Qualifications Framework, the sixth qualification level (Bachelor's Degree) and the seventh qualification level (Master's Degree) implies the readiness of a specialist of the English Language to conduct researches on the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School and to implement different innovations in order to solve different problems in a certain field of the English Language professional activity. According to the educational and qualification characteristics of the specialty "The teacher of the English Language and Foreign Literature", this is:

1) the improvement of the foundations of Higher Education Pedagogy: the English Language goals, principles, content, forms and methods of training specialists on the faculties of foreign philology in Higher Educational Institutions;

didactic opportunities and methods of implementing various types of training of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School and providing adequate learning technologies for effective English Language in the paradigm of necessary Language Acquisition Methods in a Higher School;

2) comprehensive implementation of various types of individualization of English Language Training in the paradigm of necessary Language Acquisition Methods in a Higher School.

So, the problem of using the Language Acquisition Methods in a Higher School is very actual for contemporary System of Education in Ukraine. In such a way the topic of our research is: *“Language Acquisition Methods in a Higher School”*.

The object of our research: professional training of future foreign language teachers and providing Language Acquisition Methods in a Higher School.

The Subject of the research: the Technology for forming the readiness of future foreign language teachers for distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

The purpose of the research: to theoretically substantiate, develop and experimentally verify the Technology for forming the readiness of future foreign language teachers for distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

The conceptual idea of the research of Language Acquisition Methods in a Higher School is the paradigm of social determinism in Language Acquisition Methods in a Higher School of the professional training of future foreign language teachers and the possibility of its improvement by forming in them readiness for distance learning in a Higher School. The readiness of future foreign language teachers for distance learning will be formed effectively if the corresponding technology is designed on the principles of constructivism, pragmatism, systemic studying, integrative, synergistic, competency-based and personality-oriented approaches, and they also ensure the consideration of the essence of personal

readiness of a teacher for Language Acquisition Methods in a Higher School, mutual interaction of its competency and psychological components of Language Acquisition Methods in a Higher School.

Theoretical and Methodological Foundations of our research are: theories about different Language Acquisition Methods (Beagles-Ross & Gat, 1983); the foundations about External Language Acquisition Method (Cennamo, K.S., Savenye & Smith, 1991), which is more focused on its external manifestations (for example, Direct Language Acquisition Method (Faltis & Hundelson, 1998); the conception about Internal Language Acquisition Method (Яхнюк, 2002); theories about Distance System of Education as Language Acquisition Methods in a Higher School (Плахотник, 1995); variations of Language Acquisition Methods in a Higher School (Lonergan, 1984); General Methodology for organizing the research of Language Acquisition Methods in a Higher School (Плахотник, 1995; Редько Карп & Кохан, 2004; Pezdek & Stevens, 1984).

Research methods for use Language Acquisition Methods in a Higher School:

- **theoretical methods for use Language Acquisition Methods in a Higher School:** the analysis of psychological and pedagogical literature, carried out in order to determine the state of the development of the problem under study; to determine the directions of our theoretical part of the research and to obtain source material (theoretical and practical aspects of the application of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School); the systemic analysis, synthesis, comparison, generalization and modeling of the paradigm of necessary Language Acquisition Methods in a Higher School to determine the essence, the structure of the basic concepts of the research and their basic clarification (“distance learning”, “e-learning platform”, “readiness for providing professional activity”, “pedagogical technology for Language Acquisition Methods in a Higher School”), as well as to build a model of the formation of the readiness of future foreign language teachers to implement the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a

Higher School;

- empirical **methods for use Language Acquisition Methods in a Higher School:** pedagogical experiment (confirmatory and formative ones) to obtain data on the formation of the studied readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School, the level of pedagogical impact of the developed the model of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School and the effectiveness of its implementation; questionnaires, diagnostic tests, which are used to determine the level of knowledge and skills of the English Language of students (competence component of the studied readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School); personality tests, which are used to obtain information about the relevant characteristics of students (the psychological component of the studied readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School).

The theoretical value of our research of Language Acquisition Methods in a Higher School:

Firstly, within the paradigm of **the Multidimensional Approach**, we give **the following definition:** “**Pedagogical (Educational) Technology of Language Acquisition Methods in a Higher School** is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in some time and space, and such that leads to the intended results”. Understanding its hierarchical structure within the paradigm of this Multidimensional Approach is demonstrated by the fact that the concepts of “Pedagogical Technology of Language Acquisition Methods in a Higher School” and “Distance System of Education as Language Acquisition Methods in a Higher School” are placed side by side.

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the educational subject, the Technology of compensatory learning.

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Firstly, we distinguish four levels of interpretation of the didactic system of Pedagogical Technology of Language Acquisition Methods in a Higher School: conceptual (goal-setting); theoretical; systemic; technological levels.

Firstly we showed the example of a Multidimensional Approach to the interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School is the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School (hereinafter referred by us to as ISMPT), which has incorporated various interpretations of the concept of Language Acquisition Methods in a Higher School and provides a description of Pedagogical Technology of Language Acquisition Methods in a Higher School of any level: from

Metatechnology to Microtechnology.

Firstly, we provided Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School. It is invariant (does not depend on the specifics of the educational process): problem formulation (delineation of objects of the analysis); determination of relationships between students; construction of the model having been found (obtaining a new result of Pedagogical Technology of Language Acquisition Methods in a Higher School). The Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School was compiled taking into account the principles of designing pedagogical systems identified by us in our research.

We added:

- the General System of Language Acquisition Methods in a Higher School;
- modern global trends in the development of Distance (Electronic) Education for providing Language Acquisition Methods in a Higher School include: the integration of information and communication technologies into educational and research processes, which provide a great access to scientific and educational materials, electronic databases and libraries, consulting and educational Internet conferences, forums, laboratories regardless of time and place as Language Acquisition Methods in a Higher School; deepening cooperation between universities in the development of teaching and research content, emphasizing the educational components of Language Acquisition Methods in a Higher School (lectures, case studies, business games, test tasks, etc.) in the process of Distance Education;

- the most important advantage of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School.

We added the definition of Distance System of Education as Language Acquisition Methods in a Higher School and Distance Learning Technologies. Distance System of Education as Language Acquisition Methods in a Higher School and Distance Learning Technologies can also be defined in terms of the International

System of Educational Technology. In the first section, we have developed a descriptive definition of Distance Learning, which emphasizes its characteristic features: we think, that Distance System of Education as Language Acquisition Methods in a Higher School is the learning process in which teachers and students constantly interact regardless of their location in the space and time, using the most modern electronic learning tools for this purpose. On its basis, we offer a second working definition, which emphasizes the technological essence of Distance System of Education as Language Acquisition Methods in a Higher School and we show, that it is built on an Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School: Distance System of Education as Language Acquisition Methods in a Higher School is a subsystem of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School, which ensures constant interactive interactions of learning subjects (a teacher and students) regardless of their location in space and time using the most modern electronic learning tools, limitations of the components of the system, which makes it open, flexible and allows it to be supplemented and changed.

We proposed variations of Language Acquisition Methods in a Higher School, we will select them to formulate a working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School in this research:

1. Regarding the location of learning subjects.
2. Regarding specific means of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School.
3. Regarding the combination with other forms of learning for providing Language Acquisition Methods in a Higher School.
4. Regarding interactivity for providing Language Acquisition Methods in a Higher School.

The practical value of the research. Our practical research covered *the following stages*: justification, design, development, implementation and evaluation of the effectiveness of the developed Pedagogical Technology of Language Acquisition Methods in a Higher School. Scientists note that these processes are reflected in three relevant aspects of its horizontal structure: scientific, formal-descriptive (procedural-descriptive) and procedural-activity.

Approbation and implementation of the results of our research were tested and implemented into Rivne Lyceum “Center of Hope” named after Nadiya Marynovych of the Rivne City Council, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Heruk Vladislava (2025). REASONS OF DOING MISTAKES IN WRITING.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року)*. Рівне: РДГУ. С. 106–110.

CHAPTER I.

THEORETICAL RESEARCH OF USE OF DIFFERENT LANGUAGE ACQUISITION METHODS OF STUDYING ENGLISH IN A HIGHER SCHOOL

1.1. Language Acquisition Methods in a Higher School

The analysis of the scientific literature showed us that, despite a large number of different researches and studies, the conceptual apparatus of Language Acquisition Methods in a Higher School, of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School have not been finally defined. In particular, many sources (Коломінова, 2000; Мудренко, 2002; Stempleski & Tomalin, 1990) note that there is no single definition of the concept of “Language Acquisition Methods in a Higher School”, and this is quite evident from Table 1.1.

In particular, Language Acquisition Methods in a Higher School is defined by scientists as: “a form of learning” (Виселко, 2002), “the whole learning process” (Ігнатова, 2002), “learning process” (Бичкова, 1994), “a form of organization and implementation of the educational process” (Allan, 1991), “a form of obtaining education” (Canning-Wilson, 2000) and “a type of learning” (Пащук, 2002).

Table 1.1

The definition of Language Acquisition Methods in a Higher School by scientists

Language Acquisition Methods in a Higher School are:	Authors
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a form of organization and implementation of the educational process, according to which its participants (the object and the subject of education) carry out educational interaction in principle and mainly extraterritorially (for example, at a distance that does not allow and does not provide for direct educational interaction of participants face to face, otherwise, when the participants are territorially outside the limits of possible direct educational interaction and when their presence in the designated premises of the educational institution is not mandatory in the learning process)	Бичкова, 2000
a new, progressive type of education that includes elements of full-time and part-time education, modern regulatory and educational and methodological support, and readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School, for use of advanced educational technologies in the educational process	Barnard, 1993
use of Language Acquisition Methods in a Higher School, learning through telecommunications, in which subjects and objects of learning, having spatial and temporal distance, participate in the learning process aimed at creating educational products and corresponding internal gains of subjects of learning	Гриньова, 1997
a form of obtaining Language Acquisition Methods in a Higher School as a whole system of education, along with full-time and part-time, in which the best traditional and innovative means, as well as forms of learning based on computer and telecommunications technologies are used in the educational process	Davis, 1998
a purposeful, organized process of interactive interaction of Language Acquisition Methods in a Higher School between those partners of communication who teach and those ones who learn, among themselves and with the means of learning, who are invariant to their location in a space and time of Language Acquisition Methods in a Higher School, which is implemented into a specific didactic system of Language Acquisition Methods in a Higher School	Hadley, 1993
the system of Language Acquisition Methods in a Higher School is an educational process organized around specific topics and subjects, which involves active exchange of information between teachers and students, who are separated in space and time, between students themselves, and also use of educational materials, and which is used the most modern means of new information technologies and mass communication - we mean the use of usual telephone, fax, radio, television, in	Mackenzie, 1998

particular cable, as well as audio, television and video conferences, multimedia and hypermedia tools, computer communications	
the system of Language Acquisition Methods in a Higher School is a universal form of learning, where traditional pedagogical, new information and telecommunication technologies, technical means are used, which create conditions for students to choose different training courses, each of which, in terms of the content of training and its results, corresponds to current educational standards, but when the system of Language Acquisition Methods in a Higher School differs from others in the form of presentation of educational material, types of control, pace of learning, etc. Learning occurs due to the interaction of the subject of learning with the English teacher mediated through important technical means	Ryan, 1998
the system of Language Acquisition Methods in a Higher School is a learning process in which the teacher and a student or students are geographically separated and therefore rely on electronic means and printed manuals to organize the learning process of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School	Pezdek & Hartman, 1983
the system of Language Acquisition Methods in a Higher School is a purposeful, organized process of interactive interaction between those who teach and those who learn, among themselves and with the means of learning, invariant to their location in space and time, which is implemented in a specific didactic system of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School	Herx, 1986

We believe that these differences in the interpretation of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School are the result of the implementation by scientists of **different Language Acquisition Methods:**

- **External Language Acquisition Method**, which is more focused on its external manifestations (for example, Direct Language Acquisition Method);
- **Internal Language Acquisition Method**, which considers distance learning as a separate system in the paradigm of necessary Language Acquisition Methods in a Higher School and emphasizes on internal processes.

The External Language Acquisition Method has the aim for identifying external characteristics, involves understanding distance learning as the “External Language Acquisition Method as a Form of Learning”, that is The External Language Acquisition Method is a component of a higher-order methodological system. It should be noted that scientists (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021) consider the term “External Language Acquisition Method as a Form of Learning” in this context is incorrect, since it is confused with the term “External Language Acquisition Method as a Form of Learning Organization”, which, as it is known, reflects the External Language Acquisition Method as a Form of Learning, visually observable side of the joint activity of a teacher and students at a certain time, in a certain place and in a certain order, which includes:

- educational sessions (lectures, seminars, etc.) for providing Language Acquisition Methods in a Higher School;
- independent activities of the English Language teachers and students for providing Language Acquisition Methods in a Higher School;
- various types of production and educational practice for providing Language Acquisition Methods in a Higher School;
- control measures, (lectures, seminars, etc.) for providing Language Acquisition Methods in a Higher School, which propose to replace it with the term “External Language Acquisition Method as a Form of obtaining Higher Education”: we mean full-time Higher Education, part-time Higher Education, etc. In such a way the formulation “External Language Acquisition Method as a Form of obtaining Higher Education” is also used by scientists (Schneider & Laurion, 1993), who firstly define the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, and secondly by the term “Language Acquisition Methods in a Higher School” the scientists explained or defined distance learning as a Form of External Language Acquisition Method.

Within the paradigm of the Internal Method of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a

Higher School, ***distance learning*** is considered as a separate system with its own structure, functions and internal processes. In this case, the most accurate definition is to define it as a “learning process”, because “learning process” has a different semantic load: it is known that the learning process is a methodological and theoretically grounded purposeful structured interaction between a teacher and students, mediated by methodological systems of educational disciplines, carried out with the aim of solving the tasks of higher education, educating and developing students, and acquiring cultural heritage by them (in other words, a subsystem of Modern Pedagogical Technology), while the learning process is a system of organizing educational activities in certain higher educational institutions (interaction of components of the educational system).

Thus, the definitions of distance learning proposed by Ukrainian scientists (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021) are diverse due to the possibility of changing the “angle of views” on the object under study. At the same time it is connected with its technological essence. The concept of “Language Acquisition Methods in a Higher School”, as it is known, is used at many levels of Pedagogical Theory, and it is a multifaceted category and therefore cannot have a single definition, which is also true for distance learning.

Variations in the conceptual apparatus of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, developed in Ukrainian Pedagogical Theory, starting from the 90s of the 20th century. The English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School can be characterized in such a way, as the opinion of scientists is consolidated. We believe that it owes the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School to the evolution of concepts of distance learning, which took place in European countries and in America since the beginning of the 80s of the 20th century. In early years such concepts are classified into the following categories (Методика навчання іноземних мов у середніх навчальних закладах, 2001):

- Methods of Language Acquisition Methods in a Higher School, of students' independence and autonomy, which we minimize the role of the teacher and the educational institution and emphasize the autonomy and independence of the student;

- Methods of the industrialization of teaching as providing Language Acquisition Methods in a Higher School, which can be compared with the process of distance learning with the industrial production of goods;

- Methods of Language Acquisition Methods in a Higher School as Methods of interaction and communication, which consider distance learning as a guided didactic conversation, which is necessary in the process of learning.

English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School was synthesized and evolved into such modern Western Methods for providing Language Acquisition Methods in a Higher School, as:

- the Method of reintegration of acts of teaching and learning;
- the Method of communication and student management;
- the Method of emphasizing the levels of Pedagogical Theory. Language Acquisition Methods in a Higher School there are a multifaceted category and therefore cannot have a single definition, which is also true for distance learning.

Table 1.2 shows definitions of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School proposed by foreign authors, which are considered classic.

Table 1.2

Definitions of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School proposed by foreign authors

Definitions of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School	Foreign authors
learning of various types at all levels, which does not require the constant guidance of mentors, their presence in the same classroom	Grimes, 1990

or in the same room with those students who are learning; however, such learning involves the all necessary possibilities of planning, administration and consulting a specific educational institution	
independent learning, encompassing several educational processes in which teachers and learners carry out their duties far from each other, communicating in a variety of different ways of providing Language Acquisition Methods in a Higher School	Mayer & Gallini, 1990
a system of learning in which the learning process is separated from the teaching process; the student works alone or in a group, guided by educational materials prepared by an instructor who, like a consultant, is located far from the students; meanwhile, students can communicate with the consultant(s) by one or more technical means, such as correspondence, telephone, television, radio; distance learning, which can be combined with various forms of face-to-face meetings	Tatsuki, 2000
a system of teaching methods in which teaching is carried out separately from the learning activities of the learners, but includes such learning activities, which would be carried out in the presence of the learners; thus, communication between the teacher and the learners must be provided by printed, mechanical, electronic or other devices	Hanson, 1992
a form of indirect learning; it is carried out using technical means, such as correspondence, printed materials, educational and methodological manuals, audiovisual support, radio, television and computers; a method of transferring knowledge, skills and a system of views through the use of Language Acquisition technologies for the division and scientific organization of labor, as well as through the active use of technical means, especially in the process of developing high-quality educational materials; this method allows the teacher to simultaneously teach a large number of students regardless of their place of residence; it is an industrialized form of learning and teaching	Tomalin, 1986
scheduled learning that usually takes a place away from the teaching location and therefore requires special Language Acquisition Methods in a Higher School and Language Acquisition Methodology for developing teaching aids, special teaching strategies, special means of communication through electronic or other technologies, as well as special organizational and administrative solutions	Graber, 1990

Having carried out a detailed analysis of the above definitions, **we divide them into those ones where more attention is paid to the organizational structure of the educational institution of Language Acquisition Methods in a**

Higher School and distance learning curricula, and others there is the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, where they rely on the means of communication having been used. To generalize these approaches, we identify six defining characteristics of **the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**: the separation of the teacher and the student in space and time, which distinguish distance learning from face-to-face full-time learning; participation in the educational process of the educational institution, which distinguish it from the individual learning Method as Language Acquisition Method in a Higher School; the use of technical means for interaction between the teacher and the student, as well as for the presentation of educational materials for providing Language Acquisition Methods in a Higher School; ensuring two-way communication in such a way that the student can take advantage of its advantages and even initiate a dialogue; the possibility of periodic meetings both for didactic purposes and for the purpose of socialization for providing Language Acquisition Methods in a Higher School; participation in an industrial form of learning in Language Acquisition Methods in a Higher School, which, if confirmed, will provide the basis for a radical separation of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School from other forms of learning.

Modern Ukrainian scientists also resort to generalizing existing approaches to the definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School. Thus, in the issues about Pedagogy of Higher Education and Language Acquisition Methods in a Higher School its characteristic features are given: implementation of the educational process in conditions of remoteness of the student and the teacher in time and space using information and communication technologies; use of specific educational programs with the description of Language Acquisition Methods in a Higher School, methodological materials and software in the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a

Higher School; synchronous or asynchronous communication, which enables constant interaction of students and teachers the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School; individualization of learning, which takes place according to the individual trajectory determined by the student and at a convenient speed of assimilation of the material, which enables a personally oriented format of learning in Language Acquisition Methods in a Higher School.

It is noticeable that such features of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School between teachers and students, the specificity of teaching aids, and the constant interaction of learning subjects have remained unchanged for these almost 30-35 years, but the emphases placed by scientists (Instructional Effectiveness of Video Media, 1994) have been changed: scientists emphasize the industrialization of learning of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School through distance learning; today, teachers and researchers emphasize its humanism and the possibility of individualizing learning through use of Language Acquisition Methods in a Higher School. In particular, we believe that the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School provides students with a free choice of the composition of academic disciplines, teaching staff for each discipline, and a specific educational institution for providing Language Acquisition Methods in a Higher School; it is adaptive to the basic level of knowledge and specific learning goals of students for the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School; it is one of the forms of receiving continuing education of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School; Language Acquisition Methods in a Higher School is focused on strengthening the active role of students in their own education: in setting educational goals, choosing dominant directions, forms and pace of learning in various educational areas.

1.2. The development of information and communication technologies for providing Language Acquisition Methods in a Higher School

Scientists also note that the development of information and communication technologies for providing Language Acquisition Methods in a Higher School has both a direct impact on the content of education, associated with the level of scientific and technical achievements, and an Indirect Method, associated with the emergence of a new style and a quality of life. This, according to the Theory for providing Language Acquisition Methods in a Higher School, is one of the aspects of the humanization of Language Acquisition Methods in a Higher School, designed to provide a person with the opportunity to feel confident in conditions of high dynamism of social and socio-economic processes, the need to constantly bring their own educational and cultural level into line with the rapid development of Science and Technology for providing Language Acquisition Methods in a Higher School, production and the service sector, the evolution of social structures and relations in an informational modern Ukrainian society.

We have examined the definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, which are related concepts given in official documents of Ukraine (see Table 1.3).

Table 1.3

Conceptual framework of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School in regulatory documents in Ukraine

The term of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School	The definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School	The document of the English Language distance learning in the paradigm of necessary Language Acquisition

		Methods in a Higher School
The English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School	Individualized process of transferring and acquiring knowledge, skills, abilities and methods of human cognitive activity, which occurs through the indirect interaction of distant participants in training for providing Language Acquisition Methods in a Higher School in a specialized environment created on the basis of modern psychological, pedagogical and information and communication technologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School (Бичкова, 1999)	Положення про дистанційне навчання (Regulations on distance learning), 2024
Distance education for providing Language Acquisition Methods in a Higher School is:	A form of educational equivalent of Language Acquisition Methods in a Higher School to full-time, evening, part-time and external education, implemented mainly using distance learning technologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School (Бурбело, 2000)	Концепція розвитку дистанційної освіти в Україні (The conception of distance educational development in Ukraine), 2000
Distance courses for providing Language Acquisition Methods in a Higher School are:	Systematized collection of information and educational and methodological tools for providing Language Acquisition Methods in a Higher School, which are necessary for mastering academic disciplines (programs), which are accessible via the Internet (local area network) using a web browser and/or other software tools available to the user (Furmanovsky, 1997)	Положення про дистанційне навчання (Regulations on distance learning), 2024
Pedagogical	Technologies of indirect active	Концепція

technologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School there are:	communication of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School between teachers and students using telecommunications and methodologies of individual work of students with structured educational material presented in electronic form (Ryan, 1998)	розвитку дистанційної освіти в Україні (The conception of distance educational development in Ukraine), 2000
Informational technologies for the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School there are:	Technologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School for creating, transmitting and storing educational materials, organizing and supporting the educational process of distance learning using telecommunications (Lonergan, 1984)	Концепція розвитку дистанційної освіти в Україні (The conception of distance educational development in Ukraine), 2000

Taking into account all of the above to formulate the first working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, we propose to record the most common variations of the main characteristics of distance learning as Language Acquisition Methods in a Higher School, which are present in the definitions of Ukrainian and foreign scientists, as well as in official documents of Ukraine:

1. Regarding the location of the subjects of learning, the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School is:

- a) to take a place when students and teachers are distant in space and time;
- b) indifferent to the location of the subjects of learning in space and time.

2. Regarding the use of specific means, the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a

Higher School takes a place:

a) in a specialized environment of Language Acquisition Methods in a Higher School;

b) in a specific didactic system of Language Acquisition Methods in a Higher School;

c) using telecommunications of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School;

d) relying on electronic means and printed manuals of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School;

e) indirectly through technical means of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School;

f) using the best traditional and innovative means of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School based on computer and telecommunications technologies;

g) using the most modern means of new informational technologies for providing Language Acquisition Methods in a Higher School and mass media;

h) using modern educational and methodological support of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School.

3. Regarding the combination with other forms of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:

a) Language Acquisition Methods in a Higher School combine the best traditional and innovative forms of learning of the English Language;

b) includes some main elements of face-to-face and the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

4. Regarding interactivity of the English Language distance learning in the

paradigm of necessary Language Acquisition Methods in a Higher School: a) Language Acquisition Methods in a Higher School are defined as a process of interactive interaction of learning subjects among themselves and with learning media; b) Language Acquisition Methods in a Higher School involve the active exchange of information, in particular, educational materials, between teachers and students, between students themselves, as well as educational materials.

Commenting on the above ***variations of Language Acquisition Methods in a Higher School, we will select them to formulate a working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School in this research:***

1. Regarding the location of learning subjects, we consider the formulation “the distance learning process as the independent process of the location of learning subjects in space and time” to be more accurate, given the widespread penetration of distance learning technologies into the educational process of universities and the blurring of clear boundaries between the use of its technologies in remote mode or within the walls of an educational institution, where a student can continue his/her studies remotely outside the classroom.

2. Regarding specific means of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School, we consider the formulation of “use of the most modern electronic learning tools of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School” to be appropriate, which provides the possibility of changing its content at different stages of distance learning development. It is obvious that nowadays such most modern means are information and communication, Internet, cloud technologies, etc. As different systems for delivering educational materials of Language Acquisition Methods in a Higher School, the mass media is significantly inferior to them, while correspondence learning (sending printed materials by e-mail) has ceased altogether or is rarely carried out for providing Language Acquisition Methods in a Higher School.

3. Regarding the combination with other forms of learning for providing

Language Acquisition Methods in a Higher School. It is known that in distance learning, intrinsic motivation and the ability to learn are of great importance, since in the conditions of remoteness of the subjects of learning, extrinsic motivation is not enough for providing Language Acquisition Methods in a Higher School. We consider that this research is carried out among university students, in whom the process of transforming extrinsic motivation into intrinsic motivation is ongoing and has not yet been completed, in order to maintain motivation and prevent dropout, face-to-face classes, alternating with distance classes, are mandatory. At the same time, the possibility of combining with other forms of learning is not a characteristics of of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, therefore it will not be included into the main definition of Language Acquisition Methods in a Higher School.

4. Regarding interactivity for providing Language Acquisition Methods in a Higher School, given the fundamental difference between the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School and correspondence learning precisely due to the constant interaction of learning subjects, we consider it more appropriate to introduce the wording “interactive interaction for providing Language Acquisition Methods in a Higher School” into the general definition of Language Acquisition Methods in a Higher School.

Finally, we will determine that for this research, *an Internal Method* for providing Language Acquisition Methods in a Higher School to the definition of of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School is more acceptable, which involves interpreting and studying Language Acquisition Methods in a Higher School as a separate general system. Thus, the first working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, which is Descriptive Method and focuses on its characteristic features for providing Language Acquisition Methods in a Higher School: “It is a

learning process in which teachers and students carry out constant interactive interactions, which are regardless for providing Language Acquisition Methods in a Higher School according to their location in space and time with the maximum use of modern electronic learning tools for providing Language Acquisition Methods in a Higher School”. This formulation will be used by us in the second section to define the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School as a subsystem of the integrative-synergistic model of Pedagogical Technology. We also note that this definition of Language Acquisition Methods in a Higher School is not exhaustive; instead, it is a partial case of interpreting a higher degree of generalization of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School.

Language Acquisition Methods in a Higher School is an example of which it is the formulation given by the European Commission: “Language Acquisition Methods in a Higher School are the use of new multimedia and Internet technologies to improve the quality of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School by improving access to resources and services for readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School, as well as to remote knowledge for providing Language Acquisition Methods in a Higher School for exchange and collaboration of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School”.

In English language scientific literature, and recently in Ukrainian sources, the term “e-learning” (electronic learning) is often used. According to scientists (Бичкова, 1992), e-distance learning (by analogy, e-society, e-government, etc.) is a type of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School in which participants in the educational process carry out mainly individualized educational interaction for providing Language Acquisition Methods in a Higher School both asynchronously and synchronously in time. So, Language Acquisition Methods in a Higher School

mainly and fundamentally are used electronic transport systems for delivering educational materials and other information objects, for providing Language Acquisition Methods in a Higher School and media educational materials and transformation of information and communication technologies.

We also agree with the opinion of scientists (Игнатова, 2002) that the use of the term “e-learning” as Language Acquisition Method in a Higher School is associated with the widespread introduction of the English Language distance learning technologies in the paradigm of necessary Language Acquisition Methods in a Higher School, in the educational process of traditional universities, due to which the boundaries between distance learning and directly within university campuses are blurred. This is confirmed by the Concept of the English Language distance learning development in the paradigm of necessary Language Acquisition Methods in a Higher School, which states that distance learning technologies are used for providing Language Acquisition Methods in a Higher School can be used not only in distance education, but also in other forms of Language Acquisition Methods in a Higher School: full-time, part-time, external types of learning. The Regulation on of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School states that its implementation can be carried out by: using Distance Learning Method as a separate form of learning; using the English Language distance learning technologies in the paradigm of necessary Language Acquisition Methods in a Higher School to provide learning in various forms.

A specific component of the methodological system of distance learning are electronic learning aids. In them, messages are stored on digital or analog data carriers and reproduced on electronic equipment. Electronic educational aids are divided into electronic aids of general didactic (pedagogical software, library of electronic visuals, electronic problem books, multimedia courses, software and methodological complexes, educational software for teaching and learning subjects, distance courses, integrated electronic complexes, electronic atlases, electronic textbooks) and practical (virtual physical, chemical, biological

laboratories) orientation.

The specifics of the interaction of subjects of the English Language distance learning process in the paradigm of necessary Language Acquisition Methods in a Higher School, as well as the complexity of ensuring its quality management with a significant number of students, have led to the need to create and use special software tools in network distance learning systems as distance learning informational systems for providing Language Acquisition Methods in a Higher School. In the Ukrainian pedagogical literature, several terms are used to designate a software and pedagogical Methods that facilitates the organization of the educational process of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School: use of pedagogical platform, distance learning system for providing Language Acquisition Methods in a Higher School, distance learning informational system for providing Language Acquisition Methods in a Higher School, software and pedagogical system of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School, learning management system (LMS) for providing Language Acquisition Methods in a Higher School, e-learning platform of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

Thus, we can state the ambiguity of the terminology of Language Acquisition Methods in a Higher School that reflects the means of organizing the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, and the need for its systematization. Ukrainian scientists (Програма для загальноосвітніх навчальних закладів, 2001) in this context operate with the terms “distance learning informational systems for providing Language Acquisition Methods in a Higher School”, “programs and pedagogical Methods for providing Language Acquisition Methods in a Higher School”, “the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School”, “e-learning platform for providing Language Acquisition Methods in a Higher School”, “LMS – learning

management system for providing Language Acquisition Methods in a Higher School” (learning management system for providing Language Acquisition Methods in a Higher School).

1.3. Distance System of Education as Language Acquisition Methods in a Higher School

So, the basis for the formation of terms of Language Acquisition Methods in a Higher School, which are used by Ukrainian scientists, is “A system of Language Acquisition Methods in a Higher School” or “A platform of Language Acquisition Methods in a Higher School” (Table 1.4).

Table 1.4

The basis for the formation of terms of Language Acquisition Methods in a Higher School in Ukrainian Science

- pedagogical platform of Language Acquisition Methods in a Higher School - a platform of Language Acquisition Methods in a Higher School - e-learning platform for providing Language Acquisition Methods in a Higher School	- program system of Language Acquisition Methods in a Higher School - pedagogical system of Language Acquisition Methods in a Higher School - distance educational system of Language Acquisition Methods in a Higher School - learning management system of Language Acquisition Methods in a Higher School
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The existing discrepancy of Language Acquisition Methods in a Higher School can be logically explained in such a way: the actual program code of

Language Acquisition Methods in a Higher School (such as an “empty” program Language Acquisition Methods in a Higher School or pedagogical tools of Language Acquisition Methods in a Higher School that are not involved into the educational process in a Higher School) is called “a platform of Language Acquisition Methods in a Higher School”, and the current Methodological Complex, which covers the goal, a content, forms and methods, deployed on such a platform of Language Acquisition Methods in a Higher School, which is called “a learning system”.

Therefore, at the stage preceding the use of the tools of Language Acquisition Methods in a Higher School (for example, a design of Language Acquisition Methods in a Higher School), it is appropriate to use the terms “Pedagogical Platform of Language Acquisition Methods in a Higher School” and “E-learning platform of Language Acquisition Methods in a Higher School”. It is also obvious that the second definition of Language Acquisition Methods in a Higher School more fully reflects the specifics of these Methods at first, which does not cover the information and communication component of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School. At the stage of using the tools of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, the terms “Program system of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School” and “Pedagogical system of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School”, “Distance educational system”, “learning management system” are used. The terms “Program system of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School” and “Pedagogical system of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School” indicate the possibility of using the platform not only for distance learning, but also for blended (auditorium-distant) forms of learning for providing Language Acquisition Methods in a Higher School.

However, blended learning in any case covers distance learning as Language Acquisition Methods in a Higher School, therefore we consider the term “distance learning system” to be clearer and more expressive of the essence of the educational process in the system of general Higher Education in Ukraine.

Meanwhile, we consider the use of the term “learning management system for providing Language Acquisition Methods in a Higher School” more optional in its sense, since it is a literal translation of the English-language concept of LMS (learning management system of Language Acquisition Methods in a Higher School) and duplicates the Ukrainian-language terms in their meaning, which are approximate for providing Language Acquisition Methods in a Higher School.

The origin of the next Language Acquisition Method in a Higher School – we mean the term VLE – virtual learning environment, which requires additional explanation. The term Language Acquisition Methods in a Higher School and related categories of distance learning systems are more common in the USA, while in the UK and other European countries. The term VLE – virtual learning environment is often used instead, which is also used to refer to a distance learning system as Language Acquisition Methods in a Higher School and it is synonymous with the American terms.

Scientists distinguish between the concepts of Distance Education for providing Language Acquisition Methods in a Higher School and Distance Learning of Language Acquisition Methods in a Higher School. The following definitions are given for distance education (See Table 1.5).

Table 1.5

The definition of distance education by Ukrainian and Foreign scholars

The definition of distance education in scientific literature	Scientists
education that can use individual elements of full-time (full-time), part-time, evening forms of study and external training based on new informational technologies and multimedia systems as Language Acquisition Methods in	Редько, Карп & Кохан, 2004

a Higher School	
it is a system in which the process of distance learning is implemented and the individual achieves and confirms an educational qualifications are provided by Language Acquisition Methods in a Higher School	Пащук, 2002
it is a specific organization of the pedagogical (educational) process, the basis of which is the use of distance, informational and telecommunication technologies in the learning process in a Higher School	Allan, 1991
it is a type of educational system that mainly uses distance learning technologies of Language Acquisition Methods in a Higher School and the Methods and ways of general organization of the educational process in a Higher School	Davis, 1998
it is one of the forms of obtaining Higher education, in which mastering one or another level of it in one or another specialty (direction of training, retraining or improvement of qualifications) is carried out in the process of distance learning as Language Acquisition Methods in a Higher School	Коломінова, 2000

We consider it the most appropriate to dwell on the definition of the term “Open system of education for providing Language Acquisition Methods in a Higher School”, which is sometimes used synonymously with “Distance education for providing Language Acquisition Methods in a Higher School” and which, at the same time, is not identical to the latter one. The definition of “Open system of education for providing Language Acquisition Methods in a Higher School” is given in Table 1.6.

Table 1.6

Definition of Open Education for providing Language Acquisition Methods in a Higher School in contemporary scientific literature

Definition of Open Education for providing Language Acquisition Methods in a Higher School	Scientists
education, which is available to anyone who wants to receive it without analyzing his/her own initial level of knowledge (without entrance exams). The technologies and teaching methods are the same as in distance education as Language Acquisition Methods in a Higher School	Бичкова, 1994
a modern form of learning, which means, first of all, the	Виселко,

removal of any obstacles to achieving the educational goal in open learning, preference is given to independent activity	2002
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The conception of “Open Learning for providing Language Acquisition Methods in a Higher School” implies Open Access to Higher Education. Scientists (Beagles-Ross & Gat, 1983: 130) in 1983 defined Open Learning for providing Language Acquisition Methods in a Higher School in such a way: “Open Learning for providing Language Acquisition Methods in a Higher School contains two main requirements – high accessibility of education for those students who learn, and the development of students’ autonomy in learning. These goals of Language Acquisition Methods in a Higher School are achieved by providing learners with wide opportunities to choose the place and time of learning, as well as the curricula themselves, after that students have been given access to them: for example, they can choose the content of the curricula, the intensity of their learning, the Methodology, the multimedia materials having been used, and the forms of knowledge assessment. Such an opportunity for free choice of the program of Language Acquisition Methods in a Higher School significantly develops the autonomy of learners: thanks to a structured and supported system of Language Acquisition Methods in a Higher School of choosing from a set of possible learning alternatives, they work more independently”.

Many distance learning institutions in scientific literature are rightly called “open”, but the concepts of “Open Education of Language Acquisition Methods in a Higher School” and “Distance Education of Language Acquisition Methods in a Higher School” should not be confused. Open Education of Language Acquisition Methods in a Higher School is a philosophy based on the expansion of accessibility and personal choice in learning; distance education as providing Language Acquisition Methods in a Higher School, on the other hand, is related to the methods of transferring knowledge. Indeed, greater accessibility and flexibility of students can be achieved through Distance Education Methods, but some Distance Educational Systems do not use the tools of Open Education. The concept of Open

Education appeared from the concept of “Independent System of Learning for providing Language Acquisition Methods in a Higher School”, proposed by Wedermeyer, who was, among other things, the main initiator of the creation of the first Open University in the UK in 1969.

Modern global trends in the development of Distance (Electronic) Education for providing Language Acquisition Methods in a Higher School include: the integration of information and communication technologies into educational and research processes, which provide a great access to **scientific and educational materials, electronic databases and libraries, consulting and educational Internet conferences, forums, laboratories regardless of time and place as Language Acquisition Methods in a Higher School**; deepening **cooperation between universities in the development of teaching and research content, emphasizing the educational components of Language Acquisition Methods in a Higher School (lectures, case studies, business games, test tasks, etc.) in the process of Distance Education**. We mean the development of computer programs and search systems that provide image recognition and respond to voice commands for providing Language Acquisition Methods in a Higher School, in particular the creation of virtual laboratories, simulators, stimulus, etc.; the development of devices and programs that provide storage of all information that a person receives throughout life, in order to optimize the assimilation of large volumes of information; ensuring the quality of education through the use of a complex of electronic tools for providing Language Acquisition Methods in a Higher School (in particular, test systems built on the principles of adaptability) to assess student achievements; the spread of **blended learning, when traditional forms of learning are combined with distance learning**; a constant increase in the offer of free distance learning courses in open access on university Internet portals; annual monitoring of information and communication resources of higher education institutions around the world (about 6,000 or more) offering distance learning educational programs for providing Language Acquisition Methods in a Higher School.

A number of modern trends in the transformation of pedagogical technologies that have a direct impact on the choice of teaching methods, including into the system of Distance Learning as Language Acquisition Methods in a Higher School, are cited by scientists (Faltis & Hundelson, 1998): it is a shift from providing knowledge and memorizing it (or consolidating it) to reach independent search and cooperation of efforts of a teacher and students; a shift from working with more successful students to working with all students; a significant increase in students' activity; knowledge of control organization based on testing, which can be successfully replaced by the results of the activity on a project, observation of intermediate results; use of a Competition-Based Approach, which is replaced by cooperation, collaboration; a shift from mastering the same material by all students to mastering different material by different students; a shift from the development of verbal thinking to the integration of visual and verbal thinking into the whole system of thinking of the person.

Scientists (Dubovyk, Mytnyk, Mykhalchuk, Rashkovska & Nabochuk, 2022) believe that the strategic goals of Distance Education as Language Acquisition Methods in a Higher School are such, as: promoting the formation of an adequate worldview in the Ukrainian society regarding the development of Ukrainian System of Education in accordance with the needs of the information type of civilization, popularizing and propagating the idea of Open Education as providing Language Acquisition Methods in a Higher School; introducing Distance Learning Technologies as Language Acquisition Methods in a Higher School into educational practice in a Higher School; creating a qualitatively new learning environment of Language Acquisition Methods in a Higher School that is more effective and productive at the current stage of the Ukrainian State development.

Among the factors of Language Acquisition Methods in a Higher School that influence the development of Distance System of Education as Language Acquisition Methods in a Higher School, the following we'd like to mention: the need for broad and democratic access to a System of Higher Education and the availability of new accessible information about Delivery Technology as Language

Acquisition Methods in a Higher School, trends in the whole System of World globalization, increasing the dynamics of socio-economic development of our Ukrainian society, as well as the rapid development of information and communication technologies and their widespread use in the educational practice of a Higher School.

In Ukraine, some discussions are underway (unfortunately, declaratively) on the creation of a single information space that will promote the development of Distance System of Education as Language Acquisition Methods in a Higher School. A significant contradiction in the field of Distance System of Education as Language Acquisition Methods in a Higher School should be considered the imperfection of legislation in this area, which results in the impossibility of formalizing the activities of teachers and students in the Distance System of Education as Language Acquisition Methods in a Higher School, as well as the inadequate, reduced use of distance learning technologies, distorted by the idea of Distance System of Education as Language Acquisition Methods in a Higher School and distance learning technologies with an emphasis on the information component instead of the pedagogical ones.

In articles scientists (Schneider & Laurion, 1993) point out the following problems of introducing distance learning technologies in Ukraine. Scientists tell about the conceptual apparatus on this topic has not been standardized, there are no developed theories of Distance System of Education as Language Acquisition Methods in a Higher School in our country, the activities of specific foreign higher educational institutions that have introduced Distance System of Education as Language Acquisition Methods in a Higher School has not been analyzed, the experience of which could be used in Ukraine. There are no generalizing works on the history of the development of Distance System of Education as Language Acquisition Methods in a Higher School abroad, there is a lack of thorough research on this issue in our country, its periods of the development of Distance System of Education as Language Acquisition Methods in a Higher School, the evolution of foreign models of Distance System of Education as Language Acquisition Methods

in a Higher School. There is no comparative analysis of foreign and Ukrainian virtual learning environments and educational materials based on Distance System of Education as Language Acquisition Methods in a Higher School, forms of assessment of distance courses and programs; conceptual approaches to the organization of Distance System of Education as Language Acquisition Methods in a Higher School in Ukrainian higher educational institutions have not been developed, socio-economic justifications of the new form of Higher Education in Ukraine or its elements for each specific educational institution are not carried out, and there is a lack of necessary educational literature for the preparation of university graduates for students, who, after graduation, will be able to organize Distance System of Education as Language Acquisition Methods in a Higher School in the spheres of educational institutions, corporations and other institutions of Ukraine. The scientists also note that solving these and other problems requires targeted funding, combining the efforts of Ukrainian educational institutions and state bodies, coordination of joint actions and regulatory and legal support of General System of Language Acquisition Methods in a Higher School.

In order to determine the relevance of the selected problem of use of Language Acquisition Methods in a Higher School, we analyzed the main areas of our research in this area. Among them there are the following **main problems of Language Acquisition Methods in a Higher School**: problems of designing methodological systems for Distance System of Education as Language Acquisition Methods in a Higher School in various subjects, substantiation of organizational and pedagogical conditions for implementing Distance System of Education as Language Acquisition Methods in a Higher School for different categories of students, formation of readiness of future specialists for implementing Distance System of Education as Language Acquisition Methods in a Higher School, development of methods of advanced training and formation of competencies through its means, use of distance technologies for teaching students with special needs, etc.

Scientists justify the need for researches in the field of Distance System of

Education as Language Acquisition Methods in a Higher School by the integration of Ukraine into the global educational space; the need for widespread implementation of Distance System of Education as Language Acquisition Methods in a Higher School into Ukrainian System of Education; a modern educational paradigm of learning that takes into account the interests of the subjects of the educational process as much as it is possible; the orientation of future specialists to self-educational activity; the possibility of individualizing students' learning; the need to develop a methodological system of Distance System of Education as Language Acquisition Methods in a Higher School; the lack of theoretical and methodological developments regarding the implementation of distance learning into Mathematics Platforms in Higher educational institutions; the possibility of improving the learning process in universities through the use of multimedia interactive distance courses.

In the articles (Faltis & Hundelson, 1998) we have analyzed, the following contradictions were identified that accompany the process of using Distance System of Education as Language Acquisition Methods in a Higher School and distance learning technologies in Higher Education and still remain urgent:

- between the social order of the modern informational society to introduce Distance System of Education as Language Acquisition Methods in a Higher School into the educational process and the insufficient level of the development of its scientific and theoretical provisions and methodological support (in the context of designing a methodological system for teaching Mathematics in Higher Educational Institutions; in the context of organizing Distance System of Education as Language Acquisition Methods in a Higher School for students of humanitarian specialties at the Pedagogical Universities;

- between the proclaimed humanization of the educational process of providing Language Acquisition Methods in a Higher School, its individualization and personalization, the need to build an individual trajectory of students' learning and the incomplete use of the capabilities of modern ICT in the educational process, which contribute to solving these issues (in the context of forming the readiness of

students of Higher Pedagogical Educational Institutions for providing **tutoring activities as Language Acquisition Method in a Higher School**; in the context of studying Distance System of Education as Language Acquisition Methods in a Higher School in the system of Higher Humanitarian Education in the USA);

- between the social demand for training specialists capable of independently solving professional tasks in the informational Ukrainian society, and the lack of scientifically sound of different Methodological Approaches to its provision by distance learning technologies (in the context of designing and implementing a multimedia methodological complex on marketing for Distance System of Education as Language Acquisition Methods in a Higher School; in the context of applying new informational technologies into the professional training of future economists in Higher Educational Institutions for providing Language Acquisition Methods in a Higher School);

- between the urgent need of the Ukrainian society for teachers who are proficient in distance learning technologies and the real state and content of training future specialists in implementing elements of Distance System of Education as Language Acquisition Methods in a Higher School in their own professional activities (in the context of organizing distance learning for students of humanitarian specialties at a pedagogical university; in the context of forming the readiness of students of Higher Pedagogical Educational Institutions for tutoring activities; in the context of organizing independent cognitive activity of future teachers in Computer Science in the context of using multimedia elements of Distance System of Education as Language Acquisition Methods in a Higher School; in the context of forming computer competences of teachers of natural sciences in the field of Distance System of Education as Language Acquisition Methods in a Higher School);

- between the need to introduce new informational technologies into the educational space of higher pedagogical educational institutions and emphasize on the actual level of readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School;

- between the need of the society for the development of Distance System of Education as Language Acquisition Methods in a Higher School and the lack of a scientifically based systems of teachers' training for its implementation, which involves the development of pedagogical tools for differentiated training of teachers of higher educational institutions with different personal experience, motivational frames, needs, interests, levels of competence – both for providing Language Acquisition Methods in a Higher School and in Pedagogical Space for reaching LMS (learning management system of Language Acquisition Methods in a Higher School);

- between the increase in the volume of information in the subject areas of engineering disciplines and the limited opportunities for students to assimilate them due to the reduction in classroom hours (in the context of implementing innovative technologies for training future specialists in humanitarian specialties);

- between the increase in time for independent work of those who study and insufficient information support for this process (in the context of the use of distance learning tools in the process of studying military-technical disciplines);

- between the significant didactic potential of multimedia elements of Distance System of Education as Language Acquisition Methods in a Higher School and insufficient development of the Theory and Methodology of their application in the process of training future teachers;

- between the accumulated but unsystematized experience of implementing Distance System of Education as Language Acquisition Methods in a Higher School and providing Distance Technologies into the system of higher and postgraduate education and the insufficient development of theoretical foundations and computer-oriented methodological systems of Distance System of Education as Language Acquisition Methods in a Higher School;

- between the need to ensure continuous education of the English Language teachers, create conditions for self-organization, self-education, self-improvement, self-expression of the teacher, arming him/her with the latest Internet technologies that allow teachers to increase professionalism, educational

and general cultural level, and the current state of training of future teachers in higher pedagogical educational institutions (in the context of organizing independent activities of future teachers of the English Language in conditions of Distance System of Education as Language Acquisition Methods in a Higher School of the English Language disciplines).

The analyzed issues, articles, researches also indicate the following problems in the studied area of providing Language Acquisition Methods in a Higher School:

- inconsistency of professional training of specialists with the strategic task of modernization of the higher educational system of Ukraine, such as ensuring the quality of training of specialists in accordance with international requirements; lack of a self-development strategy, flexibility and insufficient level of training of competitive specialists for the rapidly changing requirements of the global labor market; insufficient independent activity of students using the latest pedagogical methods and modern informational technologies of providing Language Acquisition Methods in a Higher School);

- the unresolved issue of the role of the teacher in Distance System of Education as Language Acquisition Methods in a Higher School, the use of computer-mediated dialogues in English Language teaching in the paradigm of necessary Language Acquisition Methods in a Higher School, as well as the diagnosis of students' academic achievements, in particular the levels of their cognitive activity;

- the need to develop a Systematic Approach to considering Language Acquisition Methods in a Higher School, for providing Distance System of Education as Language Acquisition Methods in a Higher School and for emphasizing its didactic features; determining the status of the Distance System of Education as Language Acquisition Methods in a Higher School in relation to the didactic system of providing Language Acquisition Methods in a Higher School; identifying the connections between the principles of Distance System of Education as Language Acquisition Methods in a Higher School and general

didactic principles of Language Acquisition Methods in a Higher School; developing criteria for assessing the effectiveness of Distance System of Education as Language Acquisition Methods in a Higher School, which is implemented in the conditions of different didactic systems of teaching the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School; applying the most effective foreign pedagogical technologies of distance learning, adapted to the conditions of Ukraine, developing and testing our own technologies; working out methodological recommendations for developing Distance System of Educational Models as Language Acquisition Methods in a Higher School, the use of which in the educational process to teach the English Language is appropriate; developing a Distance System of Education as Language Acquisition Methods in a Higher School, the technologies for individualizing distance learning in Ukrainian Higher Education, which is a necessary, a real condition for interactivity of Language Acquisition Methods in a Higher School (we've made this conclusion in the context of studying the theoretical and methodological foundations of Distance System of Education as Language Acquisition Methods in a Higher School).

Of considerable interest in determining the relevance of this research of Language Acquisition Methods in a Higher School were articles of scientists (Hanson, 1992), in which the author studies the problem of the formation of readiness of students of Higher Pedagogical Educational Institutions for providing Distance System of Education as Language Acquisition Methods in a Higher School, organizing tutoring activities, about the most important pedagogical conditions for training teachers of Higher humanitarian educational institutions for organizing Distance System of Education as Language Acquisition Methods in a Higher School, about preparation of future teachers of the English Language, of humanitarian specialties in the whole as tutors for the distance education system and Language Acquisition Methods in a Higher School, which consider the place of a teacher-tutor in the distance learning system. Of great importance in the context of our research there are also the articles of V. Svyrydyuk about the

Methodology of teaching English and German written speech to correspondence students of Higher Language Educational Institutions, based on the use of different distance courses in the paradigm of Distance System of Education as Language Acquisition Methods in a Higher School, about the Methodology of developing and using a distance English language course in the system of providing Language Acquisition Methods in a Higher School, some articles about Project Methodology for teaching English to future teachers using informational technologies, which explores the problems of developing the English Language Methods for providing Distance System of Education as Language Acquisition Methods in a Higher School of studying foreign languages.

The most important for determining the relevance of our research were the researches of scientists (Davis, 1998) about the ways of preparation of teachers of some Higher Educational Institution for Distance System of Education as Language Acquisition Methods in a Higher School, which is related to the issues we are studying. The author developed a model for training teachers of Higher Educational Institutions for Distance System of Education as Language Acquisition Methods in a Higher School, and also described the stages and the conditions of university informatization. Scientists noted that the preparation of a teacher for Distance System of Education as Language Acquisition Methods in a Higher School is one of the decisive factors influencing the successful implementation of Distance System of Education as Language Acquisition Methods in a Higher School and Distance learning technologies into the system of Higher Educational Institutions.

At the same time, among the analyzed researches, we did not find any of them that concerned the formation of readiness of future foreign language teachers for providing Distance System of Education as Language Acquisition Methods in a Higher School, which is an urgent socially determined necessity. Some studies conducted in related areas of Language Acquisition Methods in a Higher School are partial to our research topic. We think, that since the chosen problem did not serve as the subject of special pedagogical developments, the direction of our

research was chosen by us more correctly.

Conclusions to the first Chapter

We believe that these differences in the interpretation of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School are the result of the implementation by scientists of **different Language Acquisition Methods**:

- **External Language Acquisition Method**, which is more focused on its external manifestations (for example, Direct Language Acquisition Method);
- **Internal Language Acquisition Method**, which considers distance learning as a separate system in the paradigm of necessary Language Acquisition Methods in a Higher School and emphasizes on internal processes.

The External Language Acquisition Method has the aim for identifying external characteristics, involves understanding distance learning as the “External Language Acquisition Method as a Form of Learning”, that is The External Language Acquisition Method is a component of a higher-order methodological system. It should be noted that scientists consider the term “External Language Acquisition Method as a Form of Learning” in this context is incorrect, since it is confused with the term “External Language Acquisition Method as a Form of Learning Organization”, which, as it is known, reflects the External Language Acquisition Method as a Form of Learning, visually observable side of the joint activity of a teacher and students at a certain time, in a certain place and in a certain order, which includes:

- educational sessions (lectures, seminars, etc.) for providing Language Acquisition Methods in a Higher School;
- independent activities of the English Language teachers and students for providing Language Acquisition Methods in a Higher School;
- various types of production and educational practice for providing Language Acquisition Methods in a Higher School;

- control measures, lectures, seminars for providing Language Acquisition Methods in a Higher School, which propose to replace it with the term “External Language Acquisition Method as a Form of obtaining Higher Education”: we mean full-time Higher Education, part-time Higher Education, etc. In such a way the formulation “External Language Acquisition Method as a Form of obtaining Higher Education” is also used by scientists, who firstly define the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, and secondly by the term “Language Acquisition Methods in a Higher School” the scientists explained or defined distance learning as a Form of External Language Acquisition Method.

Within the paradigm of the Internal Method of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, ***distance learning*** is considered as a separate system with its own structure, functions and internal processes. In this case, the most accurate definition is to define it as a “learning process”, because “learning process” has a different semantic load: it is known that the learning process is a methodological and theoretically grounded purposeful structured interaction between a teacher and students, mediated by methodological systems of educational disciplines, carried out with the aim of solving the tasks of higher education, educating and developing students, and acquiring cultural heritage by them (in other words, a subsystem of Modern Pedagogical Technology), while the learning process is a system of organizing educational activities in certain higher educational institutions (interaction of components of the educational system).

Variations in the conceptual apparatus of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, developed in Ukrainian Pedagogical Theory, starting from the 90s of the 20th century. The English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School can be characterized in such a way, as the opinion of scientists is consolidated. We believe that it owes the English Language distance learning in the paradigm of necessary Language Acquisition

Methods in a Higher School to the evolution of concepts of distance learning, which took place in European countries and in America since the beginning of the 80s of the 20th century. In early years such concepts are classified into the following categories:

- Methods of Language Acquisition Methods in a Higher School, of students' independence and autonomy, which we minimize the role of the teacher and the educational institution and emphasize the autonomy and independence of the student;

- Methods of the industrialization of teaching as providing Language Acquisition Methods in a Higher School, which can be compared with the process of distance learning with the industrial production of goods;

- Methods of Language Acquisition Methods in a Higher School as Methods of interaction and communication, which consider distance learning as a guided didactic conversation, which is necessary in the process of learning.

English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School was synthesized and evolved into such modern Western Methods for providing Language Acquisition Methods in a Higher School, as:

- the Method of reintegration of acts of teaching and learning;
- the Method of communication and student management;
- the Method of emphasizing the levels of Pedagogical Theory. Language Acquisition Methods in a Higher School there are a multifaceted category and therefore cannot have a single definition, which is also true for distance learning.

Having carried out a detailed analysis of the above definitions, **we divide them into those ones where more attention is paid to the organizational structure of the educational institution of Language Acquisition Methods in a Higher School and distance learning curricula**, and others there is the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, where they rely on the means of communication having been used. To generalize these approaches, we identify six defining

characteristics of **the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**: the separation of the teacher and the student in space and time, which distinguish distance learning from face-to-face full-time learning; participation in the educational process of the educational institution, which distinguish it from the individual learning Method as Language Acquisition Method in a Higher School; the use of technical means for interaction between the teacher and the student, as well as for the presentation of educational materials for providing Language Acquisition Methods in a Higher School; ensuring two-way communication in such a way that the student can take advantage of its advantages and even initiate a dialogue; the possibility of periodic meetings both for didactic purposes and for the purpose of socialization for providing Language Acquisition Methods in a Higher School; participation in an industrial form of learning in Language Acquisition Methods in a Higher School, which, if confirmed, will provide the basis for a radical separation of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School from other forms of learning.

Commenting on the above ***variations of Language Acquisition Methods in a Higher School, we will select them to formulate a working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School in this research:***

1. Regarding the location of learning subjects, we consider the formulation “the distance learning process as the independent process of the location of learning subjects in space and time” to be more accurate, given the widespread penetration of distance learning technologies into the educational process of universities and the blurring of clear boundaries between the use of its technologies in remote mode or within the walls of an educational institution, where a student can continue his/her studies remotely outside the classroom.

2. Regarding specific means of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School, we consider the formulation of “use of the most modern electronic learning tools of the English

Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School” to be appropriate, which provides the possibility of changing its content at different stages of distance learning development. It is obvious that nowadays such most modern means are information and communication, Internet, cloud technologies, etc. As different systems for delivering educational materials of Language Acquisition Methods in a Higher School, the mass media is significantly inferior to them, while correspondence learning (sending printed materials by e-mail) has ceased altogether or is rarely carried out for providing Language Acquisition Methods in a Higher School.

3. Regarding the combination with other forms of learning for providing Language Acquisition Methods in a Higher School. It is known that in distance learning, intrinsic motivation and the ability to learn are of great importance, since in the conditions of remoteness of the subjects of learning, extrinsic motivation is not enough for providing Language Acquisition Methods in a Higher School. We consider that this research is carried out among university students, in whom the process of transforming extrinsic motivation into intrinsic motivation is ongoing and has not yet been completed, in order to maintain motivation and prevent dropout, face-to-face classes, alternating with distance classes, are mandatory. At the same time, the possibility of combining with other forms of learning is not a characteristics of of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, therefore it will not be included into the main definition of Language Acquisition Methods in a Higher School.

4. Regarding interactivity for providing Language Acquisition Methods in a Higher School, given the fundamental difference between the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School and correspondence learning precisely due to the constant interaction of learning subjects, we consider it more appropriate to introduce the wording “interactive interaction for providing Language Acquisition Methods in a Higher School” into the general definition of Language Acquisition Methods in a

Higher School.

Finally, we will determine that for this research, *an Internal Method* for providing Language Acquisition Methods in a Higher School to the definition of of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School is more acceptable, which involves interpreting and studying Language Acquisition Methods in a Higher School as a separate general system. Thus, the first working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, which is Descriptive Method and focuses on its characteristic features for providing Language Acquisition Methods in a Higher School: “It is a learning process in which teachers and students carry out constant interactive interactions, which are regardless for providing Language Acquisition Methods in a Higher School according to their location in space and time with the maximum use of modern electronic learning tools for providing Language Acquisition Methods in a Higher School”. This formulation will be used by us in the second section to define the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School as a subsystem of the integrative-synergistic model of Pedagogical Technology. We also note that this definition of Language Acquisition Methods in a Higher School is not exhaustive; instead, it is a partial case of interpreting a higher degree of generalization of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School.

Modern global trends in the development of Distance (Electronic) Education for providing Language Acquisition Methods in a Higher School include: the integration of information and communication technologies into educational and research processes, which provide a great access to **scientific and educational materials, electronic databases and libraries, consulting and educational Internet conferences, forums, laboratories regardless of time and place as Language Acquisition Methods in a Higher School**; deepening **cooperation between universities in the development of teaching and research content**,

emphasizing **the educational components of Language Acquisition Methods in a Higher School (lectures, case studies, business games, test tasks, etc.) in the process of Distance Education.** We mean the development of computer programs and search systems that provide image recognition and respond to voice commands for providing Language Acquisition Methods in a Higher School, in particular the creation of virtual laboratories, simulators, stimulus, etc.; the development of devices and programs that provide storage of all information that a person receives throughout life, in order to optimize the assimilation of large volumes of information; ensuring the quality of education through the use of a complex of electronic tools for providing Language Acquisition Methods in a Higher School (in particular, test systems built on the principles of adaptability) to assess student achievements; the spread of **blended learning, when traditional forms of learning are combined with distance learning;** a constant increase in the offer of free distance learning courses in open access on university Internet portals; annual monitoring of information and communication resources of higher education institutions around the world (about 6,000 or more) offering distance learning educational programs for providing Language Acquisition Methods in a Higher School.

CHAPTER II.

THE TECHNOLOGY OF LANGUAGE ACQUISITION METHODS IN A HIGHER SCHOOL

2.1. General Methodology for organizing the research of Language Acquisition Methods in a Higher School

Pedagogical research, like any others, is evaluated not only by its new results, but also by the ways of achieving them – the methods selected by the researcher among other possible ones based on certain factors. Methodology, as knowledge about some Methods of teaching, allows the scientist to successfully solve three such tasks:

1. Determine what the researcher will do – what sources he/she will study, what empirical facts he/she will collect, what experimental base he/she will implement.
2. Justify why he/she will do it.
3. Determine what methods and techniques he/she will use in his/her activities at the English lessons.

Competence in choosing the initial premises, logics and methods of conducting pedagogical or other researches are ensured, as it was noted by scientists (Редько, Капн & Кохан, 2004), by the methodological culture of the researcher, which includes methodological reflection (the ability to analyze one's own scientific activity), the ability to scientifically substantiate, critically reflect and creatively apply certain concepts, forms and methods of cognition, management, construction, analyzing, organization.

Our practical research covers *the following stages*: justification, design, development, implementation and evaluation of the effectiveness of the developed Pedagogical Technology of Language Acquisition Methods in a Higher School. Scientists note that these processes are reflected in three relevant

aspects of its horizontal structure: scientific, formal-descriptive (procedural-descriptive) and procedural-activity.

1. **The scientific aspect** is that Pedagogical Technology of Language Acquisition Methods in a Higher School is a scientifically developed solution to a certain problem, which is based on the achievements of Pedagogical Theory and advanced Didactics.

2. **Formal-descriptive aspect** is that Pedagogical Technology of Language Acquisition Methods in a Higher School is presented as a Model, a description of goals, content, methods and means, algorithms of actions that are used to achieve well-planned results.

3. **Procedural-activity aspect** is that Pedagogical Technology of Language Acquisition Methods in a Higher School is the very process of implementing the activities of objects and subjects, their goal-setting, planning, organization, implementation of goals and analysis of some results.

Accordingly, among the Methods of this research, **we conditionally distinguish those ones used for scientific substantiation of Pedagogical Technology of Language Acquisition Methods in a Higher School:**

1. **The first group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: theoretical analysis, synthesis, generalization, comparison, its description.

2. **The second group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: system analysis, modeling and verification of its effectiveness.

3. **The third group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: questionnaires, diagnostic tests, personality tests.

The following scientific researches in this field we mean as a reference point for determining the general **Research Methodology for description Pedagogical Technology of Language Acquisition Methods in a Higher School:**

1. **For the methods of the 1st group:** the articles about methodological

principles of pedagogical researches (Furmanovsky, 1997) – it is one of the most relevant issues, which takes into account the current state of pedagogical science and practice, offers some basic research methods, which are adequate to the period of informatization of education (in particular, the choice of factors for determining methodological principles, conceptual and terminological analysis, methods for studying the state of a certain pedagogical problem, determining pedagogical conditions, etc.). The source was served as a methodological basis for us to analyze the psychological and pedagogical literature and the theoretical justification of the research.

2. For methods of the 2nd group: articles about psychological and pedagogical principles of designing innovative teaching technologies in higher education (Mykhalchuk, Levchuk, Ivashkevych Er. & Nabochuk, 2023). We used it to design a model of Pedagogical Technology of Language Acquisition Methods in a Higher School for forming the readiness of future foreign language teachers for distance learning, for providing Distance System of Education as Language Acquisition Methods in a Higher School.

3. For methods of the 3rd group: the scientific publications about pedagogical researches: methodological advice for young scientists (Pezdek & Stevens, 1984). It was useful to us mainly for conducting the experimental part of our research to describe practically Pedagogical Technology of Language Acquisition Methods in a Higher School.

We also studied and used the ideas of scientists (Mykhalchuk, Bihunova, Bihunov & Ivashkevych Er., 2023). According to the chosen Methodology of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School for analyzing the state of the problem of our research, we applied the following algorithm proposed by the foreign authors:

- to identify the main concepts that allow us to reveal the essence of this scientific problem, then analyze how these concepts are interpreted by the most famous specialists into this problem, to analyze how their points of view coincide, how they differ, and express the authors' attitude;

- to analyze the known points of view of scientists regarding laws, regularities, principles, rules, conditions as some general components of scientific knowledge on a certain problem;
- to analyze empirical results.

In paragraph 1.1 we have carried out a thorough analysis of Distance System of Education as Language Acquisition Methods in a Higher School as a psychological and pedagogical problem. According to the English Language Methodology, the central concepts of Language Acquisition Methods in a Higher School were identified: “distance learning”, “distance education”, “pedagogical technologies of distance learning”, “information technologies of distance learning”, “open education”, “face-to-face distance learning”; the points of view of the most famous Ukrainian and foreign specialists on their definition of Language Acquisition Methods in a Higher School, as well as the practice of distance learning of foreign languages, were analyzed. So, by the help of these concepts we proposed Distance System of Education as Language Acquisition Methods in a Higher School.

The analysis of the state of research of the problem of Language Acquisition Methods in a Higher School was deepened by carrying out a conceptual and terminological analysis in its historical development, for which the chosen **English Language Methodology provides an algorithm of the following steps:**

- 1) creating a list of basic concepts of Language Acquisition Methods in a Higher School;
- 2) considering the genesis of the isolated concepts of Language Acquisition Methods in a Higher School, since it is the historical development of the conceptual apparatus that characterizes the development of science.

The authors proposed to divide each of the definitions into separate components. This allows, in accordance with the purpose of the analysis of the problem of Language Acquisition Methods in a Higher School, to find out what common and special elements are included into the definitions of different authors. The common elements need to be generalized, which will allow us

developing a definition that reflects the current state of the development of this scientific problem.

According to the Methodology of Distance System of Education as Language Acquisition Methods in a Higher School, proposed by us in paragraphs 1.1 and 1.2 we considered the genesis of the concepts of “Distance System of Education as Language Acquisition Methods in a Higher School”, “readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School”, “LMS (learning management system of Language Acquisition Methods in a Higher School)”, “VLE – virtual learning environment”, identified the historical boundaries of the interpretations of these concepts by different scientists, divided the definitions according to the essence and the structure of the concepts for further unification of the common analysis of the special points in these definitions, and also developed our own working definitions on this basis of Language Acquisition Methods in a Higher School.

Using a similar, but more generalized Methodology, in paragraphs 1.1 and 1.2 the concepts of “distance learning system” and “e-learning platform” were analyzed; also, we analyzed the concepts of “educational technology”, “pedagogical technology”, “learning technology”, “diagnostics”, “control” and “assessment”. According to the recommendations of the authors of the English Language Methodology, to study the state of the development of the problem of Language Acquisition Methods in a Higher School we analyzed the theoretical foundations of Pedagogy, such as well-known points of view of scientists on Pedagogical principles, generalized them and identified the principles that had a great impact on the pedagogical process under study and under our research.

The authors of the English Language Methodology emphasize that in a specific pedagogical study there is no need to use all Methodological Approaches of a certain scientific specialty, because the researchers studied only one of its aspects. That is why they need to choose from all known methodological approaches of this specialty those ones that fully reflect the features of the subject of research (we mean Language Acquisition Methods in a Higher School).

Accordingly, we analyzed the main approaches that are used at different levels of Pedagogical Methodology, and identified among them the most adequate ones for the design and implementation of the studied pedagogical system.

As Language Acquisition Methods in a Higher School **at the general Philosophical Level**, we have singled out the directions of dialectical materialism and pragmatism. Dialectical-materialist Pedagogy treats the personality as an object and a subject of social relations, and his/her development is determined by external circumstances and the natural organization of a student; the leading role in the development of the personality is played by the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, which is a complex of social processes. The personality and human activity are in unity. The personality manifests itself and is formed in the whole process of the activity. Pragmatism, in turn, is based on the following basic provisions: the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School should not be separated from life, Distance System of Education as Language Acquisition Methods in a Higher School from education; in the educational process it is necessary to rely on the students' own activity, develop it and stimulate it; education and training are carried out not in theoretical forms, but in the process of performing specific practical actions of readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School; such Language Acquisition Methods in a Higher School educates students who are well adapted to the whole life.

At **the general Scientific Level, a Systemic Approach** is distinguished, which orients the researcher and a teacher-practitioner of the English Language to the need to interpret the phenomena of life, socialization and professional training of people as systems that have a certain structure and their own laws of functioning. The essence of the Systemic Approach is that relatively independent components, which are considered not in isolation, but in their interconnection, development and movement. It makes us possible to identify integrated system

characteristics and qualitative characteristics that are absent in the constituent system elements. In Pedagogy, the Systemic Approach has the aim at revealing the integrity of pedagogical objects, identifying various types of connections in them, in their structure, and bringing them into a single theoretical picture of Language Acquisition Methods in a Higher School. So, in the next paragraph of our research let us describe A Model of Pedagogical Technology of Language Acquisition Methods in a Higher School for forming the readiness of future foreign language teachers for distance learning.

2.2. A Model of Pedagogical Technology of Language Acquisition Methods in a Higher School for forming the readiness of future foreign language teachers for distance learning

In Pedagogy, the concept of “Pedagogical Technology of Language Acquisition Methods in a Higher School” does not have a single definition. Scientists explain this Pedagogical Technology of Language Acquisition Methods in a Higher School by the multifacetedness and complexity of the processes associated with this issue of Language Acquisition Methods in a Higher School. Pedagogical Technology of Language Acquisition Methods in a Higher School is defined as a rational way to achieve a consciously formulated educational (teaching, educational) goal; as a science; as a pedagogical system; as a pedagogical activity; as a System-Activity Approach to the educational process; as art of a teacher; as a model; as some means of optimizing and modernizing the educational space; as a procedural component of the educational process, integrative a System-Activity Approach into the whole System of Higher education, into the Distance System of Education as Language Acquisition Methods in a Higher School.

In the Dictionary (The Little Oxford Dictionary of Current English, 1994) there is a definition of Pedagogical Technology of Language Acquisition Methods in a Higher School in such a way: “Pedagogical Technology of

Language Acquisition Methods in a Higher School is, in the general sense, a systematic method of creating, applying and defining the entire process of learning and mastering knowledge, taking into account technical and human resources and their interactions”, and notes that Pedagogical Technology of Language Acquisition Methods in a Higher School is also often interpreted as a field of applying a whole System of scientific principles to the programming of the learning process and their use in educational practice with an orientation to detailed learning goals; this field of Language Acquisition Methods in a Higher School is oriented more towards the students, rather than the subjects of our study of Language Acquisition Methods in a Higher School, towards checking the developed practice (methods and techniques of learning of the English Language) during the empirical analysis and the wide use of audiovisual means in providing Language Acquisition Methods in a Higher School.

The impossibility of giving **a single and unambiguous definition of Pedagogical Technology of Language Acquisition Methods in a Higher School** is that reason why a system of characteristics is used to describe it. According to scientists (Tomalin, 1986), among them there are the following ones:

- ***systematicity***, which is an important quality of a set of components organized in a certain way, and it is expressed by the presence in this set of integral characteristics and qualities that its individual components lack;
- ***scientificity***, which includes the analysis and use of the experience, conceptuality, prognosticity, synthesis of achievements of science and practice, a combination of traditional elements of the past experience and those characteristics generated by social progress, humanization and democratization of our Ukrainian society;
- ***structuredness***, such as the presence of a certain internal organization that ensures the stability and reliability of Pedagogical Technology of Language Acquisition Methods in a Higher School;
- ***manageability***, which provides the possibility of diagnostic goal-setting,

planning, designing the pedagogical process, varying means and methods for the purpose of correction, adaptation. Goals and management are considered as system-forming factors of Pedagogical Technology of Language Acquisition Methods in a Higher School.

The above-mentioned qualities are also **criteria for providing Pedagogical Technology of Language Acquisition Methods in a Higher School** and emphasizing the technologicality of the pedagogical process: systematicity (complexity, integrity); scientificity (conceptuality, developmental nature); structuredness (hierarchicality, logicality, algorithmicity, consistency, variability); procedurality (controllability, diagnosticity, predictability, efficiency, optimality, reproducibility).

Numerous definitions given by scientists in different contexts and at different stages of the genesis of the concept of “Pedagogical Technology of Language Acquisition Methods in a Higher School” are conventionally divided into four categories: as some means, which are the production and use of methodological tools, equipment, educational equipment and technical means of learning; as a communication process (a method, a model, a technique for performing educational tasks), based on a certain algorithm, program, system of interaction of participants in the pedagogical process; as a broad field of knowledge, based on data from social, managerial and natural sciences; as a multidimensional process.

We consider the interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School as a mean of learning to be too slight. It does not provide a comprehensive picture of Pedagogical Technology of Language Acquisition Methods in a Higher School, it does not reveal its systemic essence, and therefore will not be used in this research. The other approaches mentioned in our research are justified in the relevant contexts and they are complementary for a comprehensive understanding of the concept of Pedagogical Technology of Language Acquisition Methods in a Higher School. Let us consider them in more detail.

The interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School as a science, or rather, a field of knowledge, does not cause any objections, it is axiomatic, because without scientific justification one cannot talk about its design and implementation. As we'd like to note, Pedagogical Technology of Language Acquisition Methods in a Higher School is a new direction in pedagogical science, which deals with the construction of optimal educational systems, the design of educational processes, with Language Acquisition Methods in a Higher School. At the same time, such a definition gives an idea not of the entire Pedagogical Technology of Language Acquisition Methods in a Higher School, but a lot of aspects of this complicated.

The interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School as an algorithm of actions of subjects of learning is very widespread and interprets Pedagogical Technology of Language Acquisition Methods in a Higher School at the level of the Methodology of teaching of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School. So, Language Acquisition Methods in a Higher School are a certain educational material, solving certain Didactic tasks. At the first glance, this Approach of Language Acquisition Methods reduces the understanding of Pedagogical Technology of Language Acquisition Methods in a Higher School to the sequence of actions of subjects of learning (algorithm), however, it also provides a basis for a deeper analysis. It is known that the goals of training and education are a subsystem of Pedagogical Technology of Language Acquisition Methods in a Higher School, have a hierarchical structure and can cover several levels of detailing of more general goals into more specific ones. The hierarchical structure of the subsystem of learning goals of Distance System of Education as Language Acquisition Methods in a Higher School, as one of the system-forming elements of Pedagogical Technology of Language Acquisition Methods in a Higher School, determines the need to understand it as a hierarchy of processes aimed at achieving the corresponding goals. From this point of view, Pedagogical Technology of Language Acquisition Methods in a

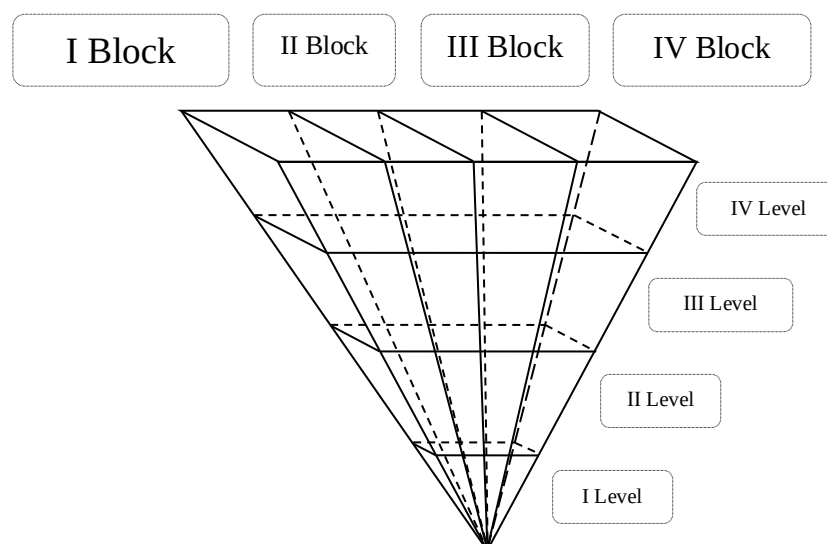
Higher School can be considered as a category that has several levels of vertical structure, that is, Pedagogical Technology of Language Acquisition Methods in a Higher School is both a holistic process of general professional training of teachers of the English Language of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School. Also, Language Acquisition Methods in a Higher School are a course of a certain educational discipline, and a separate lesson within this course, and even a specific educational situation within the lesson.

This approach for providing Language Acquisition Methods in a Higher School is developing in the interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School as a multidimensional category, which opens up more opportunities for its complex and multilevel implementation. Within the paradigm of **the Multidimensional Approach**, we give **the following definition**: “**Pedagogical (Educational) Technology of Language Acquisition Methods in a Higher School** is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in some time and space, and such that leads to the intended results”. Understanding its hierarchical structure within the paradigm of this Multidimensional Approach is demonstrated by the fact that the concepts of “Pedagogical Technology of Language Acquisition Methods in a Higher School” and “Distance System of Education as Language Acquisition Methods in a Higher School” are placed side by side.

So, we think, that **Language Acquisition Methods in a Higher School** is defined as “the process of upbringing, self-education, influence, polishing”, it is “the process and the result of improving the abilities and behavior of the individual, in which the student achieves social maturity and individual growth”. Pedagogical Technology of Language Acquisition Methods in a Higher School, thus, is a technology that ensures the achievement of the educational goal – the formation of a specialist and a personality. The achievement of an educational goal by providing Language Acquisition Methods in a Higher School, in turn,

goes through the achievement of a number of pedagogical goals of training and education in various directions. Thus, the above definition lays the foundation for understanding the level of Language Acquisition Methods in a Higher School, or rather hierarchical direction of Pedagogical Technology of Language Acquisition Methods in a Higher School, where educational technology is a generic concept for it, and it itself may contain separate educational and Pedagogical Technology of Language Acquisition Methods in a Higher School.

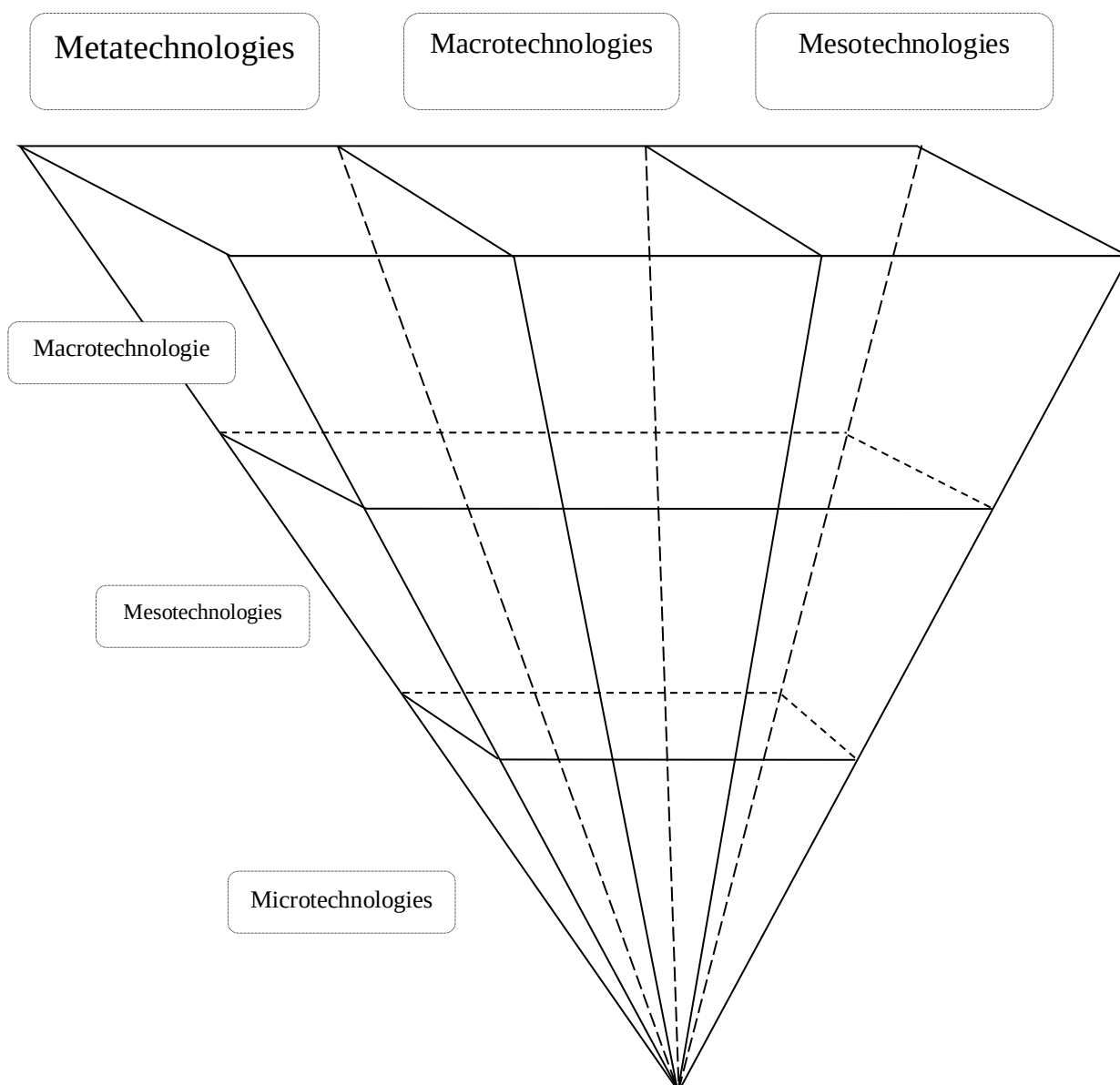
Firstly, we proposed Language Acquisition Methods in a Higher School, which connects the concepts of “Educational Technology of Language Acquisition Methods in a Higher School”, “Pedagogical Technology of Language Acquisition Methods in a Higher School”, “Teaching (Educational) Technology of Distance System of Education as Language Acquisition Methods in a Higher School” and “Pedagogical Technology of Language Acquisition Methods in a Higher School” in this way (Fig. 2.1).



- I Level – Level of Educational Technology
- II Level – Level of Pedagogical Techniques and Learning Technologies (Education, Management)
- III Level – Level of Pedagogical Technology
- IV Level – Level of Language Acquisition Methods in a Higher School
- I Block – Distance System of Education as Language Acquisition Methods in a Higher School
- II Block – Readiness of the English Language teachers for providing Language Acquisition Methods in a Higher School
- III Block – the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School
- IV Block – the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School

Fig. 2.1. Language Acquisition Methods in a Higher School

Firstly, we noted that Pedagogical Technology of Language Acquisition Methods in a Higher School covered a certain branch of Pedagogical Activity, which, on the one hand, covered a number of its components, and on the other hand, could itself be a component of Pedagogical Activity (Technology) of a wider (higher) level. In this hierarchy (vertical structure), the scientist distinguishes the following four subordinate classes of Pedagogical Technology of Language Acquisition Methods in a Higher School (Fig. 2.2).



- Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School
- Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School
- Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School
- Metatechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School

Fig 2.2. Types of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School

Firstly, we described the types of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher

School.

1. **Metatechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.** They represent the educational process at the level of implementation of social policy in the field of Education (socio-pedagogical level). These are general pedagogical (general didactic, general educational) technologies that cover the entire educational process in a country, region, educational institution. **Examples of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** the developmental of Learning Technology, Educational Quality Management Technology in a region, Educational Activity Technology in a particular school.

2. **Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School,** or sectoral pedagogical technologies, cover activities within any educational field, the direction of training or education, the academic discipline (they are set on general pedagogical and general methodological level). **Examples of Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** the Technology of teaching the educational subject, the Technology of compensatory learning.

3. **Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School,** or Modular-local, are technologies for implementing individual parts (modules) of the educational process, have the aim at solving partial, local didactic, methodological or educational tasks. **Examples of Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** Technologies of individual types of the activity of a teacher and students, the Technology of studying a given topic, the Technology of a lesson, the Technologies of assimilation, repetition, control of knowledge.

4. **Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have

the aim of solving narrow operational tasks and those ones that relate to individual interaction or self-influence of subjects of the pedagogical process (contact-personal level). **Examples of Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have the purposes: of forming writing skills, trainings on correcting individual qualities of an individual. It should also be noted that this classification is included into the system of classifications of Pedagogical Technology of Language Acquisition Methods in a Higher School.

Let us describe the example of Pedagogical Technology of Language Acquisition Methods in a Higher School as an algorithm of actions of students and a teacher. Let us talk that **we distinguish four levels of interpretation of the didactic system of Pedagogical Technology of Language Acquisition Methods in a Higher School: conceptual (goal-setting); theoretical; systemic; technological levels**. Consideration of the system of four levels of goal-setting determines the subsystem of the content of teaching and upbringing. The theoretical level of our research involves the choice of a generalized English Language Distance Learning Methodology with a structural and logical construction on a certain content based on different methods of operating with concepts within this content, methods and means of educational activity of students and a teacher in the educational space. In turn, the generalized English Language Distance Learning Methodology should be adapted to a specific Methodological System for further implementation at the Technological Level of Interpretation into the Actual Pedagogical Technology of Language Acquisition Methods in a Higher School.

The example of a Multidimensional Approach to the interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School is the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School (hereinafter referred by us to as ISMPT), which has incorporated various interpretations of the concept of Language Acquisition Methods in a Higher School and provides a description of Pedagogical Technology of Language Acquisition Methods in a Higher

School of any level: from Metatechnology to Microtechnology. The figure shows ISMPT, where S_i, S_j, S_n are subjects of the educational process; $M_1...M_n$ are prototypes of fundamental factors of personally oriented teaching and education; $P_1...P_n$ illustrate the joint activity of subjects of teaching and education in relation to their implementation. The lower part, Space (b) deciphers the meaning of the Space (c) (Fig 2.3).

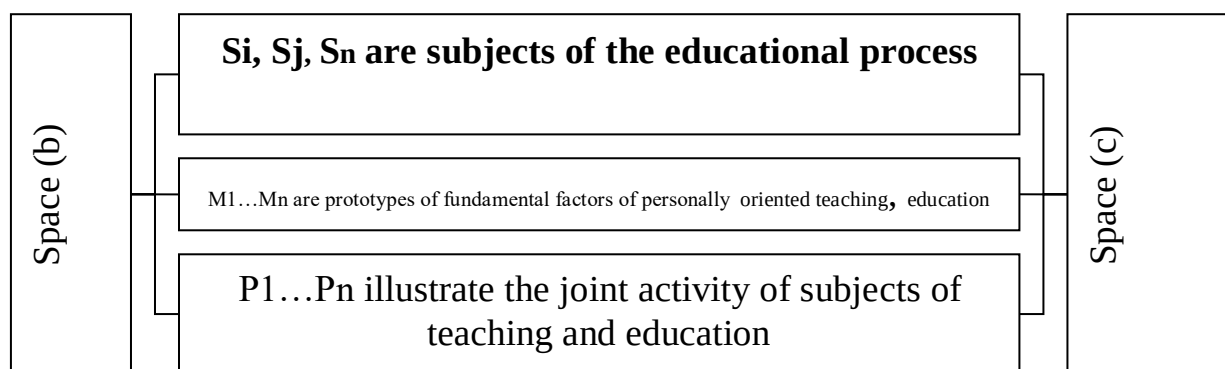


Fig. 2.3. **Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School (hereinafter referred by us to as ISMPT)**

The following definition of Pedagogical Technology of Language Acquisition Methods in a Higher School corresponds to the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School: a set of substantiated projective actions, such as $P_1, P_2...P_n$, carried out by subjects of the educational process with the aim of training specialists in accordance with the requirements of the informational society. This definition of Pedagogical Technology of Language Acquisition Methods in a Higher School is based on the concept of "Pedagogical design of Language Acquisition Methods in a Higher School", which, in turn, can be considered the creation of a certain pedagogical system, subsystem, model based on a given goal and given and researched theoretical and methodological principles of Language Acquisition Methods in a Higher School.

We think, that **the most important advantage of the Integrative-Synergistic**

Model of Pedagogical Technology of Language Acquisition Methods in a Higher School is that it reflects the level principle of the category “Pedagogical Technology of Language Acquisition Methods in a Higher School” (from a narrow to a broad sense and its understanding), allows us to interpret it at different levels, to study different aspects of Language Acquisition Methods in a Higher School, both those ones, which have been already studied by scientists and by us in our research. Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School reflects the diverse interaction of subjects of the educational process (a teacher – a student; a teacher – a group (a stream) of students; teachers – students) and the dynamics of relationships between various components of the whole Methodological System of Language Acquisition Methods in a Higher School. The use of indices removes quantitative restrictions from some main components of the system of Language Acquisition Methods in a Higher School, which makes it open, can be flexible and allow us to supplement and change of Language Acquisition Methods in a Higher School in any way.

We prove, that Distance System of Education as Language Acquisition Methods in a Higher School and Distance Learning Technologies can also be defined in terms of the International System of Educational Technology. In the first section, we have developed a descriptive definition of Distance Learning, which emphasizes its characteristic features: we think, that Distance System of Education as Language Acquisition Methods in a Higher School is the learning process in which teachers and students constantly interact regardless of their location in the space and time, using the most modern electronic learning tools for this purpose. On its basis, we offer a second working definition, which emphasizes the technological essence of Distance System of Education as Language Acquisition Methods in a Higher School and we show, that it is built on an Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School: Distance System of Education as Language Acquisition Methods in a Higher School is a subsystem of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School, which ensures constant interactive

interactions of learning subjects (a teacher and students) regardless of their location in space and time using the most modern electronic learning tools, limitations of the components of the system, which makes it open, flexible and allows it to be supplemented and changed.

I had my practice in Rivne Lyceum “Center of Hope” named after Nadiya Marynovych of the Rivne City Council in February-March 2025. Some elements of proposed by us Pedagogical Technology of Language Acquisition Methods in a Higher School, Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School were shown at the lessons of the English Language distance learning in Rivne Lyceum “Center of Hope” named after Nadiya Marynovych of the Rivne City Council. My Practice Portfolio is in Appendix A.

We believe that **the structure of the modelling process, of providing Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School is invariant** (does not depend on the specifics of the educational process): problem formulation (delineation of objects of the analysis); determination of relationships between students; construction of the model having been found (obtaining a new result of Pedagogical Technology of Language Acquisition Methods in a Higher School). The Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School was compiled taking into account the principles of designing pedagogical systems identified by us in our research.

Conclusions to the second Chapter

Our practical research covers ***the following stages***: justification, design, development, implementation and evaluation of the effectiveness of the developed Pedagogical Technology of Language Acquisition Methods in a Higher School. Scientists note that these processes are reflected in three relevant aspects of its horizontal structure: scientific, formal-descriptive (procedural-descriptive) and

procedural-activity.

1. **The scientific aspect** is that Pedagogical Technology of Language Acquisition Methods in a Higher School is a scientifically developed solution to a certain problem, which is based on the achievements of Pedagogical Theory and advanced Didactics.

2. **Formal-descriptive aspect** is that Pedagogical Technology of Language Acquisition Methods in a Higher School is presented as a Model, a description of goals, content, methods and means, algorithms of actions that are used to achieve well-planned results.

3. **Procedural-activity aspect** is that Pedagogical Technology of Language Acquisition Methods in a Higher School is the very process of implementing the activities of objects and subjects, their goal-setting, planning, organization, implementation of goals and analysis of some results.

Accordingly, among the Methods of this research, **we conditionally distinguish those ones used for scientific substantiation of Pedagogical Technology of Language Acquisition Methods in a Higher School:**

1. **The first group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: theoretical analysis, synthesis, generalization, comparison, its description.

2. **The second group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: system analysis, modeling and verification of its effectiveness.

3. **The third group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: questionnaires, diagnostic tests, personality tests.

The impossibility of giving **a single and unambiguous definition of Pedagogical Technology of Language Acquisition Methods in a Higher School** is that reason why a system of characteristics is used to describe it. Among them there are the following ones:

- **systematicity**, which is an important quality of a set of components

organized in a certain way, and it is expressed by the presence in this set of integral characteristics and qualities that its individual components lack;

- **scientificity**, which includes the analysis and use of the experience, conceptuality, prognosticity, synthesis of achievements of science and practice, a combination of traditional elements of the past experience and those characteristics generated by social progress, humanization and democratization of our Ukrainian society;

- **structuredness**, such as the presence of a certain internal organization that ensures the stability and reliability of Pedagogical Technology of Language Acquisition Methods in a Higher School;

- **manageability**, which provides the possibility of diagnostic goal-setting, planning, designing the pedagogical process, varying means and methods for the purpose of correction, adaptation. Goals and management are considered as system-forming factors of Pedagogical Technology of Language Acquisition Methods in a Higher School.

The above-mentioned qualities are also **criteria for providing Pedagogical Technology of Language Acquisition Methods in a Higher School** and emphasizing the technologicality of the pedagogical process: systematicity (complexity, integrity); scientificity (conceptuality, developmental nature); structuredness (hierarchicality, logicality, algorithmicity, consistency, variability); procedurality (controllability, diagnosticity, predictability, efficiency, optimality, reproducibility).

Within the paradigm of **the Multidimensional Approach**, we give **the following definition**: “**Pedagogical (Educational) Technology of Language Acquisition Methods in a Higher School** is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in some time and space, and such that leads to the intended results”. Understanding its hierarchical structure within the paradigm of this Multidimensional Approach is demonstrated by the fact that the concepts of “Pedagogical Technology of Language Acquisition Methods in a Higher School”

and “Distance System of Education as Language Acquisition Methods in a Higher School” are placed side by side.

So, we think, that **Language Acquisition Methods in a Higher School** is defined as “the process of upbringing, self-education, influence, polishing”, it is “the process and the result of improving the abilities and behavior of the individual, in which the student achieves social maturity and individual growth”. Pedagogical Technology of Language Acquisition Methods in a Higher School, thus, is a technology that ensures the achievement of the educational goal – the formation of a specialist and a personality. The achievement of an educational goal by providing Language Acquisition Methods in a Higher School, in turn, goes through the achievement of a number of pedagogical goals of training and education in various directions. Thus, the above definition lays the foundation for understanding the level of Language Acquisition Methods in a Higher School, or rather hierarchical direction of Pedagogical Technology of Language Acquisition Methods in a Higher School, where educational technology is a generic concept for it, and it itself may contain separate educational and Pedagogical Technology of Language Acquisition Methods in a Higher School.

Firstly, we proposed Language Acquisition Methods in a Higher School, which connects the concepts of “Educational Technology of Language Acquisition Methods in a Higher School”, “Pedagogical Technology of Language Acquisition Methods in a Higher School”, “Teaching (Educational) Technology of Distance System of Education as Language Acquisition Methods in a Higher School” and “Pedagogical Technology of Language Acquisition Methods in a Higher School” in this way.

Firstly, we noted that Pedagogical Technology of Language Acquisition Methods in a Higher School covered a certain branch of Pedagogical Activity, which, on the one hand, covered a number of its components, and on the other hand, could itself be a component of Pedagogical Activity (Technology) of a wider (higher) level. In this hierarchy (vertical structure), the scientist distinguishes the following four subordinate classes of Pedagogical Technology of Language

Acquisition Methods in a Higher School.

Firstly, we described the types of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School.

1. Metatechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School. They represent the educational process at the level of implementation of social policy in the field of Education (socio-pedagogical level). These are general pedagogical (general didactic, general educational) technologies that cover the entire educational process in a country, region, educational institution. **Examples of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** the developmental of Learning Technology, Educational Quality Management Technology in a region, Educational Activity Technology in a particular school.

2. Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, or sectoral pedagogical technologies, cover activities within any educational field, the direction of training or education, the academic discipline (they are set on general pedagogical and general methodological level). **Examples of Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** the Technology of teaching the educational subject, the Technology of compensatory learning.

3. Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, or Modular-local, are technologies for implementing individual parts (modules) of the educational process, have the aim at solving partial, local didactic, methodological or educational tasks. **Examples of Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** Technologies of individual types of the activity of a teacher and students, the Technology of studying a given topic, the Technology of a lesson,

the Technologies of assimilation, repetition, control of knowledge.

4. Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School have the aim of solving narrow operational tasks and those ones that relate to individual interaction or self-influence of subjects of the pedagogical process (contact-personal level). **Examples of Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have the purposes: of forming writing skills, trainings on correcting individual qualities of an individual. It should also be noted that this classification is included into the system of classifications of Pedagogical Technology of Language Acquisition Methods in a Higher School.

Let us describe the example of Pedagogical Technology of Language Acquisition Methods in a Higher School as an algorithm of actions of students and a teacher. Let us talk that **we distinguish four levels of interpretation of the didactic system of Pedagogical Technology of Language Acquisition Methods in a Higher School: conceptual (goal-setting); theoretical; systemic; technological levels**. Consideration of the system of four levels of goal-setting determines the subsystem of the content of teaching and upbringing. The theoretical level of our research involves the choice of a generalized English Language Distance Learning Methodology with a structural and logical construction on a certain content based on different methods of operating with concepts within this content, methods and means of educational activity of students and a teacher in the educational space. In turn, the generalized English Language Distance Learning Methodology should be adapted to a specific Methodological System for further implementation at the Technological Level of Interpretation into the Actual Pedagogical Technology of Language Acquisition Methods in a Higher School.

The example of a Multidimensional Approach to the interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School is the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School (hereinafter referred by us to as

ISMPT), which has incorporated various interpretations of the concept of Language Acquisition Methods in a Higher School and provides a description of Pedagogical Technology of Language Acquisition Methods in a Higher School of any level: from Metatechnology to Microtechnology. The figure shows ISMPT, where S_i, S_j, S_n are subjects of the educational process; $M_1 \dots M_n$ are prototypes of fundamental factors of personally oriented teaching and education; $P_1 \dots P_n$ illustrate the joint activity of subjects of teaching and education in relation to their implementation. The lower part, Space (b) deciphers the meaning of the Space (c).

We think, that **the most important advantage of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School** is that it reflects the level principle of the category “Pedagogical Technology of Language Acquisition Methods in a Higher School” (from a narrow to a broad sense and its understanding), allows us to interpret it at different levels, to study different aspects of Language Acquisition Methods in a Higher School, both those ones, which have been already studied by scientists and by us in our research. Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School reflects the diverse interaction of subjects of the educational process (a teacher – a student; a teacher – a group (a stream) of students; teachers – students) and the dynamics of relationships between various components of the whole Methodological System of Language Acquisition Methods in a Higher School. The use of indices removes quantitative restrictions from some main components of the system of Language Acquisition Methods in a Higher School, which makes it open, can be flexible and allow us to supplement and change of Language Acquisition Methods in a Higher School in any way.

We prove, that Distance System of Education as Language Acquisition Methods in a Higher School and Distance Learning Technologies can also be defined in terms of the International System of Educational Technology. In the first section, we have developed a descriptive definition of Distance Learning, which emphasizes its characteristic features: we think, that Distance System of Education

as Language Acquisition Methods in a Higher School is the learning process in which teachers and students constantly interact regardless of their location in the space and time, using the most modern electronic learning tools for this purpose. On its basis, we offer a second working definition, which emphasizes the technological essence of Distance System of Education as Language Acquisition Methods in a Higher School and we show, that it is built on an Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School: Distance System of Education as Language Acquisition Methods in a Higher School is a subsystem of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School, which ensures constant interactive interactions of learning subjects (a teacher and students) regardless of their location in space and time using the most modern electronic learning tools, limitations of the components of the system, which makes it open, flexible and allows it to be supplemented and changed.

We believe that **the structure of the modelling process, of providing Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School is invariant** (does not depend on the specifics of the educational process): problem formulation (delineation of objects of the analysis); determination of relationships between students; construction of the model having been found (obtaining a new result of Pedagogical Technology of Language Acquisition Methods in a Higher School). The Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School was compiled taking into account the principles of designing pedagogical systems identified by us in our research.

CONCLUSIONS

I. We showed the differences in the interpretation of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School were the result of the implementation by scientists of **different Language Acquisition Methods**:

- **External Language Acquisition Method**, which is more focused on its external manifestations (for example, Direct Language Acquisition Method);
- **Internal Language Acquisition Method**, which considers distance learning as a separate system in the paradigm of necessary Language Acquisition Methods in a Higher School and emphasizes on internal processes.

II. The External Language Acquisition Method has the aim for identifying external characteristics, involves understanding distance learning as the “External Language Acquisition Method as a Form of Learning”, that is The External Language Acquisition Method is a component of a higher-order methodological system. It should be noted that scientists consider the term “External Language Acquisition Method as a Form of Learning” in this context is incorrect, since it is confused with the term “External Language Acquisition Method as a Form of Learning Organization”, which, as it is known, reflects the External Language Acquisition Method as a Form of Learning, visually observable side of the joint activity of a teacher and students at a certain time, in a certain place and in a certain order, which includes:

- educational sessions (lectures, seminars, etc.) for providing Language Acquisition Methods in a Higher School;
- independent activities of the English Language teachers and students for providing Language Acquisition Methods in a Higher School;
- various types of production and educational practice for providing Language Acquisition Methods in a Higher School;
- control measures, lectures, seminars, etc.) for providing Language

Acquisition Methods in a Higher School, which propose to replace it with the term “External Language Acquisition Method as a Form of obtaining Higher Education”: we mean full-time Higher Education, part-time Higher Education, etc. In such a way the formulation “External Language Acquisition Method as a Form of obtaining Higher Education” is also used by scientists, who firstly define the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, and secondly by the term “Language Acquisition Methods in a Higher School” the scientists explained or defined distance learning as a Form of External Language Acquisition Method.

III. Within the paradigm of the Internal Method of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, *distance learning* is considered as a separate system with its own structure, functions and internal processes. In this case, the most accurate definition is to define it as a “learning process”, because “learning process” has a different semantic load: it is known that the learning process is a methodological and theoretically grounded purposeful structured interaction between a teacher and students, mediated by methodological systems of educational disciplines, carried out with the aim of solving the tasks of higher education, educating and developing students, and acquiring cultural heritage by them (in other words, a subsystem of Modern Pedagogical Technology), while the learning process is a system of organizing educational activities in certain higher educational institutions (interaction of components of the educational system).

IV. Having carried out a detailed analysis of the above definitions, **we divide them into those ones where more attention is paid to the organizational structure of the educational institution of Language Acquisition Methods in a Higher School and distance learning curricula**, and others there is the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, where they rely on the means of communication having been used. To generalize these approaches, we identify six defining characteristics of **the English Language distance learning in the paradigm of**

necessary Language Acquisition Methods in a Higher School: the separation of the teacher and the student in space and time, which distinguish distance learning from face-to-face full-time learning; participation in the educational process of the educational institution, which distinguish it from the individual learning Method as Language Acquisition Method in a Higher School; the use of technical means for interaction between the teacher and the student, as well as for the presentation of educational materials for providing Language Acquisition Methods in a Higher School; ensuring two-way communication in such a way that the student can take advantage of its advantages and even initiate a dialogue; the possibility of periodic meetings both for didactic purposes and for the purpose of socialization for providing Language Acquisition Methods in a Higher School; participation in an industrial form of learning in Language Acquisition Methods in a Higher School, which, if confirmed, will provide the basis for a radical separation of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School from other forms of learning.

VI. Commenting on the above *variations of Language Acquisition Methods in a Higher School*, we will select them to formulate a working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School in this research:

1. Regarding the location of learning subjects, we consider the formulation “the distance learning process as the independent process of the location of learning subjects in space and time” to be more accurate, given the widespread penetration of distance learning technologies into the educational process of universities and the blurring of clear boundaries between the use of its technologies in remote mode or within the walls of an educational institution, where a student can continue his/her studies remotely outside the classroom.

2. Regarding specific means of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School, we consider the formulation of “use of the most modern electronic learning tools of the English Language distance learning in the paradigm of necessary Language Acquisition

Methods in a Higher School” to be appropriate, which provides the possibility of changing its content at different stages of distance learning development. It is obvious that nowadays such most modern means are information and communication, Internet, cloud technologies, etc. As different systems for delivering educational materials of Language Acquisition Methods in a Higher School, the mass media is significantly inferior to them, while correspondence learning (sending printed materials by e-mail) has ceased altogether or is rarely carried out for providing Language Acquisition Methods in a Higher School.

3. Regarding the combination with other forms of learning for providing Language Acquisition Methods in a Higher School. It is known that in distance learning, intrinsic motivation and the ability to learn are of great importance, since in the conditions of remoteness of the subjects of learning, extrinsic motivation is not enough for providing Language Acquisition Methods in a Higher School. We consider that this research is carried out among university students, in whom the process of transforming extrinsic motivation into intrinsic motivation is ongoing and has not yet been completed, in order to maintain motivation and prevent dropout, face-to-face classes, alternating with distance classes, are mandatory. At the same time, the possibility of combining with other forms of learning is not a characteristics of of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, therefore it will not be included into the main definition of Language Acquisition Methods in a Higher School.

4. Regarding interactivity for providing Language Acquisition Methods in a Higher School, given the fundamental difference between the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School and correspondence learning precisely due to the constant interaction of learning subjects, we consider it more appropriate to introduce the wording “interactive interaction for providing Language Acquisition Methods in a Higher School” into the general definition of Language Acquisition Methods in a Higher School.

VII. Finally, we will determine that for this research, *an Internal Method* for providing Language Acquisition Methods in a Higher School to the definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School is more acceptable, which involves interpreting and studying Language Acquisition Methods in a Higher School as a separate general system. Thus, the first working definition of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School, which is Descriptive Method and focuses on its characteristic features for providing Language Acquisition Methods in a Higher School: “It is a learning process in which teachers and students carry out constant interactive interactions, which are regardless for providing Language Acquisition Methods in a Higher School according to their location in space and time with the maximum use of modern electronic learning tools for providing Language Acquisition Methods in a Higher School”. This formulation will be used by us in the second section to define the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School as a subsystem of the integrative-synergistic model of Pedagogical Technology. We also note that this definition of Language Acquisition Methods in a Higher School is not exhaustive; instead, it is a partial case of interpreting a higher degree of generalization of the English Language in the paradigm of necessary Language Acquisition Methods in a Higher School.

VIII. Modern global trends in the development of Distance (Electronic) Education for providing Language Acquisition Methods in a Higher School include: the integration of information and communication technologies into educational and research processes, which provide a great access to **scientific and educational materials, electronic databases and libraries, consulting and educational Internet conferences, forums, laboratories regardless of time and place as Language Acquisition Methods in a Higher School**; deepening **cooperation between universities in the development of teaching and research content**, emphasizing **the educational components of Language Acquisition**

Methods in a Higher School (lectures, case studies, business games, test tasks, etc.) in the process of Distance Education. We mean the development of computer programs and search systems that provide image recognition and respond to voice commands for providing Language Acquisition Methods in a Higher School, in particular the creation of virtual laboratories, simulators, stimulus, etc.; the development of devices and programs that provide storage of all information that a person receives throughout life, in order to optimize the assimilation of large volumes of information; ensuring the quality of education through the use of a complex of electronic tools for providing Language Acquisition Methods in a Higher School (in particular, test systems built on the principles of adaptability) to assess student achievements; the spread of **blended learning, when traditional forms of learning are combined with distance learning**; a constant increase in the offer of free distance learning courses in open access on university Internet portals; annual monitoring of information and communication resources of higher education institutions around the world (about 6,000 or more) offering distance learning educational programs for providing Language Acquisition Methods in a Higher School.

IX. We distinguish methods used for scientific substantiation of Pedagogical Technology of Language Acquisition Methods in a Higher School:

1. **The first group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: theoretical analysis, synthesis, generalization, comparison, its description.

2. **The second group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: system analysis, modeling and verification of its effectiveness.

3. **The third group of methods** of Pedagogical Technology of Language Acquisition Methods in a Higher School includes: questionnaires, diagnostic tests, personality tests.

X. The above-mentioned qualities are also criteria for providing

Pedagogical Technology of Language Acquisition Methods in a Higher School and emphasizing the technologicality of the pedagogical process: systematicity (complexity, integrity); scientificity (conceptuality, developmental nature); structuredness (hierarchicality, logicality, algorithmicity, consistency, variability); procedurality (controllability, diagnosticity, predictability, efficiency, optimality, reproducibility).

XI. Within the paradigm of **the Multidimensional Approach**, we give **the following definition**: “**Pedagogical (Educational) Technology of Language Acquisition Methods in a Higher School** is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in some time and space, and such that leads to the intended results”. Understanding its hierarchical structure within the paradigm of this Multidimensional Approach is demonstrated by the fact that the concepts of “Pedagogical Technology of Language Acquisition Methods in a Higher School” and “Distance System of Education as Language Acquisition Methods in a Higher School” are placed side by side.

XII. So, we think, that **Language Acquisition Methods in a Higher School** is defined as “the process of upbringing, self-education, influence, polishing”, it is “the process and the result of improving the abilities and behavior of the individual, in which the student achieves social maturity and individual growth”. Pedagogical Technology of Language Acquisition Methods in a Higher School, thus, is a technology that ensures the achievement of the educational goal – the formation of a specialist and a personality. The achievement of an educational goal by providing Language Acquisition Methods in a Higher School, in turn, goes through the achievement of a number of pedagogical goals of training and education in various directions. Thus, the above definition lays the foundation for understanding the level of Language Acquisition Methods in a Higher School, or rather hierarchical direction of Pedagogical Technology of Language Acquisition Methods in a Higher School, where educational technology is a generic concept for it, and it itself may contain separate educational and Pedagogical Technology of Language Acquisition

Methods in a Higher School.

XIII. Firstly, we proposed Language Acquisition Methods in a Higher School, which connects the concepts of “Educational Technology of Language Acquisition Methods in a Higher School”, “Pedagogical Technology of Language Acquisition Methods in a Higher School”, “Teaching (Educational) Technology of Distance System of Education as Language Acquisition Methods in a Higher School” and “Pedagogical Technology of Language Acquisition Methods in a Higher School” in this way.

XIV. Firstly, we noted that Pedagogical Technology of Language Acquisition Methods in a Higher School covered a certain branch of Pedagogical Activity, which, on the one hand, covered a number of its components, and on the other hand, could itself be a component of Pedagogical Activity (Technology) of a wider (higher) level. In this hierarchy (vertical structure), the scientist distinguishes the following four subordinate classes of Pedagogical Technology of Language Acquisition Methods in a Higher School.

XV. Firstly, we described **the types of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**.

1. **Metatechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**. They represent the educational process at the level of implementation of social policy in the field of Education (socio-pedagogical level). These are general pedagogical (general didactic, general educational) technologies that cover the entire educational process in a country, region, educational institution. **Examples of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**: the developmental of Learning Technology, Educational Quality Management Technology in a region, Educational Activity Technology in a particular school.

2. **Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**, or

sectoral pedagogical technologies, cover activities within any educational field, the direction of training or education, the academic discipline (they are set on general pedagogical and general methodological level). **Examples of Macrotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** the Technology of teaching the educational subject, the Technology of compensatory learning.

3. **Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School**, or Modular-local, are technologies for implementing individual parts (modules) of the educational process, have the aim at solving partial, local didactic, methodological or educational tasks. **Examples of Mesotechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School:** Technologies of individual types of the activity of a teacher and students, the Technology of studying a given topic, the Technology of a lesson, the Technologies of assimilation, repetition, control of knowledge.

4. **Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have the aim of solving narrow operational tasks and those ones that relate to individual interaction or self-influence of subjects of the pedagogical process (contact-personal level). **Examples of Microtechnologies of the English Language distance learning in the paradigm of necessary Language Acquisition Methods in a Higher School** have the purposes: of forming writing skills, trainings on correcting individual qualities of an individual. It should also be noted that this classification is included into the system of classifications of Pedagogical Technology of Language Acquisition Methods in a Higher School.

XVI. We distinguish four levels of interpretation of the didactic system of Pedagogical Technology of Language Acquisition Methods in a Higher School: conceptual (goal-setting); theoretical; systemic; technological levels. Consideration of the system of four levels of goal-setting determines the subsystem of the content of teaching and upbringing. The theoretical level of our research

involves the choice of a generalized English Language Distance Learning Methodology with a structural and logical construction on a certain content based on different methods of operating with concepts within this content, methods and means of educational activity of students and a teacher in the educational space. In turn, the generalized English Language Distance Learning Methodology should be adapted to a specific Methodological System for further implementation at the Technological Level of Interpretation into the Actual Pedagogical Technology of Language Acquisition Methods in a Higher School.

XVII. The example of a Multidimensional Approach to the interpretation of Pedagogical Technology of Language Acquisition Methods in a Higher School is the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School (hereinafter referred by us to as ISMPT), which has incorporated various interpretations of the concept of Language Acquisition Methods in a Higher School and provides a description of Pedagogical Technology of Language Acquisition Methods in a Higher School of any level: from Metatechnology to Microtechnology. The figure shows ISMPT, where S_i , S_j , S_n are subjects of the educational process; $M_1 \dots M_n$ are prototypes of fundamental factors of personally oriented teaching and education; $P_1 \dots P_n$ illustrate the joint activity of subjects of teaching and education in relation to their implementation. The lower part, Space (b) deciphers the meaning of the Space (c).

XVIII. We think, that **the most important advantage of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School** is that it reflects the level principle of the category “Pedagogical Technology of Language Acquisition Methods in a Higher School” (from a narrow to a broad sense and its understanding), allows us to interpret it at different levels, to study different aspects of Language Acquisition Methods in a Higher School, both those ones, which have been already studied by scientists and by us in our research. Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School reflects the diverse interaction

of subjects of the educational process (a teacher – a student; a teacher – a group (a stream) of students; teachers – students) and the dynamics of relationships between various components of the whole Methodological System of Language Acquisition Methods in a Higher School. The use of indices removes quantitative restrictions from some main components of the system of Language Acquisition Methods in a Higher School, which makes it open, can be flexible and allow us to supplement and change of Language Acquisition Methods in a Higher School in any way.

XIX. We prove, that Distance System of Education as Language Acquisition Methods in a Higher School and Distance Learning Technologies can also be defined in terms of the International System of Educational Technology. In the first section, we have developed a descriptive definition of Distance Learning, which emphasizes its characteristic features: we think, that Distance System of Education as Language Acquisition Methods in a Higher School is the learning process in which teachers and students constantly interact regardless of their location in the space and time, using the most modern electronic learning tools for this purpose. On its basis, we offer a second working definition, which emphasizes the technological essence of Distance System of Education as Language Acquisition Methods in a Higher School and we show, that it is built on an Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School: Distance System of Education as Language Acquisition Methods in a Higher School is a subsystem of the Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School, which ensures constant interactive interactions of learning subjects (a teacher and students) regardless of their location in space and time using the most modern electronic learning tools, limitations of the components of the system, which makes it open, flexible and allows it to be supplemented and changed.

XX. We believe that the structure of the modelling process, of providing Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School is invariant (does not depend on the specifics of the educational process): problem formulation (delineation of objects

of the analysis); determination of relationships between students; construction of the model having been found (obtaining a new result of Pedagogical Technology of Language Acquisition Methods in a Higher School). The Integrative-Synergistic Model of Pedagogical Technology of Language Acquisition Methods in a Higher School was compiled taking into account the principles of designing pedagogical systems identified by us in our research.

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APPENDIX A

CLASS PROFILE TEMPLATE

1. School: Rivne Lyceum "Center of Hope" named after Nadiya Marynovych of the Rivne City Council
2. Teacher:
3. Class: 6
4. Number of children: 24. Boys: 14. Girls: 10.
5. Age of children: 11-12
6. When did they start learning English? Children study English from 2nd grade
7. Level: A1
8. Number of English lessons per week: 4
9. Number of teachers they have had so far: 2
10. Coursebook: Macmillan Science 4 (Pupil's Book with eBook)
11. Coursebooks they have used so far: Macmillan Science 3 (Pupil's Book with eBook)
12. Supplementary materials used concurrently with the textbook: Macmillan Science 4 (Workbook), drawing cards (with transcription), interesting videos that are directly related to the topic of the lesson, speech games
13. Is the classroom a room set aside for English lessons? Yes, the lesson of English teachers are conducted in a specially designated English language office. It contains all the auxiliary materials for lessons such as English -language cards, stands and TV.
14. Usual seating arrangement: Location of the circle (face to the wall). In this way, each student has their own "office" (that is, a workplace), where they can focus on tasks and not be distracted by classmates.
15. Any other relevant information: SEN (and if possible, specify, e.g. visual impairment, hearing impairment, emotional or behavioral disability, physical disability or others).

#	Student	Learning styles*	Student's Strengths (achievement/readiness, interests, learning needs, social/emotional strengths and needs)	Student's Weaknesses	Available support and resources	Other relevant information
	Student 1 (Karina)	Visual, Kinesthetic	High reading levels Loves poetry Needs quiet spaces for concentration Team player	Struggles with grammar rules	Access to online grammar games and worksheets; books on poetry	Enjoys nature; participates in the school Garden Club
	Student 2 (Arthur)	Auditory, Visual	Good comprehension skills Interests: Enjoys storytelling Needs help with writing Social/Emotional: Good listener	Hesitant to participate in discussions	Small group discussions; audiobooks for stories; peer mentoring	Loves video games; looking to write a game review for the class
	Student 3 (Veronika)	Kinesthetic	Creative in project Interests: Art and drama Learning Needs: Needs varied, engaging activities Social/Emotional: Confident speaker	Difficulty with timed assessments	Art supplies for projects; flexible time for activities; drama workshops	Involved in drama club and wants to portray strong female leads
	Student 4 (Oleg)	Visual, Auditory	Achievement: Strong vocabulary Interests: Reading	Sometimes disengage	Graphic organizers; visual aids;	Aspires to be a writer; writes

			fantasy novels Learning Needs: Prefers visual organizers for notes Social/Emotional: Friendly	d during group tasks	reading groups with discussion	personal fantasy stories
	Student 5 (Emma)	Kinesthetic, Auditory	Achievement: Engaged in group projects Interests: Sports and reading Learning Needs: Needs movement breaks Social/Emotional: Leadership qualities	Tends to rush through homework	Interactive activities; movement breaks; cooperative learning strategies	Captain of the school's soccer team; emphasizes teamwork
	Student 6 (Igor)	Visual	Achievement: Excellent at visualizing concepts Interests: Science fiction and gaming Learning Needs: Prefers visual examples and illustrations Social/Emotional: Sensitive	Difficulty expressing thoughts in writing	Access to visual aids; storyboards for planning; peer support for writing	Enjoys sketching and drawing comics
	Student 7 (Sofia)	Auditory, Kinesthetic	Achievement: Great in discussions Interests: Music and environmental issues Learning Needs: Needs time to	Can be distracted if not engaged	Group projects and discussions; music integration in lessons; mentoring	Participates in choir; passionate about environmental advocacy

			process ideas Social/Emotional: Very empathetic			
	Student 8 (Volodymyr)	Visual, Auditory	Achievement: Strong analytical skills Interests: History and technology Learning Needs: Needs structured guidance on assignments Social/Emotional: Enthusiastic	Hesitant to share ideas publicly	History-related documentaries; structured outlines for writing assignments	Loves building models; tutors younger students in math
	Student 9 (Anna)	Kinesthetic, Visual	Achievement: Excels in hands-on projects Interests: Crafts and cooking Learning Needs: Thrives in physically active lessons Social/Emotional: Outgoing	Struggles with traditional tests, especially multiple-choice	Craft supplies for projects; practical cooking lessons; hands-on learning environments	Volunteers at local community center; enjoys mentoring younger kids
	Student 10 (Viktor)	Auditory	Achievement: Good at summarizing stories Interests: Comics and animation Learning Needs: Needs verbal instructions Social/Emotional: Easy-going	Struggles with essay writing and organization	Opportunities for verbal presentations; writing workshops focused on structure	Aspires to become a cartoonist; loves drawing character designs

* **Learning styles:** **A** – Auditory; **V** – Visual; **K** – Kinesthetic; **T** – Tactile (Dunn & Dunn, 2000)

Summative Peer Observation Letter

SUMMATIVE OBSERVATION OF PETRUS LYUDMILA

Observation Participant: Tkachuk Anastasia (English teacher)

Date(s) of Observation: February 19th

Observer: Heruk Vladislava

Class: 6

Lesson: English language

I observed my colleague, who is a practitioner, teaching an English language lesson to the 6th-grade students. The lesson focused on theme “Oceans, Rivers and Lakes”. Throughout the observation, I noted various teaching strategies and areas for improvement. The lesson was structured effectively and engaged the students through various activities and multimedia tools.

Lesson Template:

Purpose: educational, developmental, educated

- learn to use new lexical material;
- provide vocabulary replenishment during the lesson;
- to ease the interest in information

Task: To promote in the course of formation of ecological education

Methods: conversation, images demonstration, audio support, training exercises

Equipment: laptop or TV, cards with drawings of reservoirs, books

Type of occupation: assimilation of new lexical material

Form of lesson: group

Course of class

I. Introductory part

- greetings;
- message of the topic and purpose of the lesson, expected results;
- updating of basic knowledge;
- motivation of educational activity of circles.

II. The main part

- The processing of lexical material is supported by images and audio.
- Self-performing exercises:
- Collective check after each exercise is performed.

III. The final part

- Summing up the new material and clarifying problems with the perception of the material.

Introduction of the Lesson:

Lyudmila Yaroslavivna began the lesson by asking students what they already knew about oceans, rivers and lakes. This Englishing questioning strategy helped activate prior knowledge and sparked interest in the topic. She also showed a world map, pointing out major bodies of water, which helped to provide a visual context.

Development of the Lesson:

In this phase, new vocabulary was introduced, such as "current", "habitat", "depth", "pollution". The teacher Lyudmila provides definitions and context for each word, encouraging students to jot down these terms in their notebooks. The discussion transitioned smoothly into the ecological significance of the session water bodies, fostering a deeper understanding of their importance.

Learning Experiences (Activities):

Several interactive activities were integrated into the lesson:

- group research assignments: students were divided into small groups and assigned specific water bodies to investigate. Each group prepared a brief presentation based on their findings.
- video presentation: the use of a short video about marine ecosystems engaged students visually and audibly, enhancing their understanding of the topic.
- interactive quiz: the lesson concluded with a fun Kahoot Quiz that assessed student knowledge while keeping them engaged and motivated.

Learner Involvement:

The Students were highly involved throughout the lesson. They actively participated in group discussions, presented their findings, and engaged in the quiz, demonstrating a strong collaborative spirit and enthusiasm for learning.

Achievements of Core Learning Aims:

The lesson successfully met its Core Learning Aims. By the end of the lesson students displayed a solid understanding of the key vocabulary related to oceans, rivers and lakes, as well as their environmental impacts. Participation in discussions and group presentations indicated that students had grasped the main concepts.

Use of Audio-Visual Aids & Technology Integration:

The use of Audio-Visual Aids was exceptional. Lyudmila Yaroslavivna incorporated a projector for the video, making the Lesson visually stimulating. Additionally, the Interactive Quiz via Kahoot was a strong example of Technology Integration, effectively maintaining student participation.

Classroom Management:

Classroom Management was executed well. The teacher clearly set expectations from the beginning, and positive reinforcement was used to encourage student participation. Any minor disruptions were handled promptly and tactfully, ensuring a focused learning environment.

Disciplinary Content:

The disciplinary content was well-researched and relevant to the students. The lesson covered geographical, biological, and environmental concepts, providing students with a comprehensive understanding of the subject matter, relevant to both their academic curriculum and real-world issues.

Conclusion and Wrap-Up:

The lesson concluded with a recap of the key points. The teacher encouraged students to share one new fact they learned, which prompted reflective thought and reinforced the lesson's content. The importance of water conservation was emphasized as a takeaway message.

Assessment and Evaluation:

Formative assessment occurred throughout the lesson via observations and participation in discussions. The Kahoot quiz served as a summative assessment, providing immediate feedback on student understanding. Lyudmila Yaroslavivna was able to gauge the effectiveness of the lesson and identify areas where students required further support.

Additional Achievements of an Observation Participant:

As an observation participant, I learned valuable techniques for engaging students, such as incorporating multimedia resources and facilitating collaborative learning. I also noted how creating an interactive quiz can both assess skills and promote enthusiasm.

Areas for Improvement:

While the lesson was overall successful, a few areas could be improved:

1. **Differentiation Strategies.** Implementing varied instructional strategies to meet diverse learning needs could enhance understanding for all students, including those who may struggle.
2. **Time Management.** The group presentations could be timed more effectively to ensure all groups have equal opportunity to present without extending the class duration.
3. **Follow-Up Activities.** Including a follow-up homework assignment or project could reinforce learning and further encourage students to explore the topic independently.

In summary, the lesson on "Oceans, Rivers and Lakes" was engaging, informative, and well-structured, providing a solid learning experience for the students while highlighting effective teaching practices.

LESSON PLAN 1

Name: English language	Date: 17.02.2025	Week: Monday
Level: Pre-Intermediate (6th grade)		Type of Lesson: Language Focus
Class Profile: stronger		
Lesson Aims: • To introduce students to the concepts of asteroids, comets, and meteors and their characteristics. • To develop students’ understanding of the differences and similarities among these celestial bodies. • To enhance students’ vocabulary related to astronomy and space science. • To encourage critical thinking through discussions and hands-on activities related to the topic.		
Main: • The lesson will begin with an engaging introduction to the Solar System, focusing on the roles of asteroids, comets, and meteors within it. • A multimedia presentation (slides, videos) will illustrate the formation, composition, and orbits of these celestial bodies. • Group activities will involve research and sharing information about specific asteroids, comets, or meteors. • A class discussion will highlight the significance of these objects in understanding the universe and their potential effects on Earth.		
Subsidiary: • Students will enhance their reading and listening skills through comprehension activities based on the content presented.		

• They will practice speaking skills through group presentations and discussions. • Writing skills will be developed through a short reflective exercise on what they learned about asteroids, comets, and meteors.
Outcomes for Students: By the end of the lesson, the students will.... • Identify and differentiate between asteroids, comets, and meteors. • Describe the main characteristics and examples of each type of celestial body. • Demonstrate improved vocabulary related to astronomy.
Anticipated Problems; solutions: (management of tasks, potential difficulties, timing problems etc.) • Some students may struggle with group work; assign roles (e.g., researcher, presenter, note-taker) to ensure equal participation. • Students may have varied levels of prior knowledge; provide differentiated resources or additional support for struggling learners. • If discussions run too long, prepare a flexible lesson plan with optional activities to ensure core content is covered. • Have backup plans for the multimedia presentation, such as printed material or activity sheets, in case of technical difficulties.
Personal Objectives: • To enhance my classroom management skills through effective group dynamics and collaborative learning. • To gain experience in delivering content in an engaging and interactive manner. • To assess student understanding and adapt my teaching strategies based on their responses and engagement levels.
Materials: • Multimedia presentation (PowerPoint slides). • Videos illustrating asteroids, comets, and meteors (YouTube links or educational videos). • Handouts with key information and a vocabulary list. • Art supplies for creative group presentations (poster boards, markers). • Access to tablets or computers for research activities.

Lesson Procedure

Stage	Stage Aims	Timing	Procedure (What the teacher does What the learners do)		Interaction Pattern
1. Introduction	To engage students and introduce the topic.	5 minutes	Introduces the Solar System, highlighting asteroids, comets, and meteors. Uses a stimulating video clip.	Watch the video and take notes.	T-S (Teacher-Students)
2. Presentation	To provide key information and vocabulary.	15 minutes	Presents slides explaining definitions, characteristics, and differences.	Listen actively, take notes, and ask questions for clarification	T-S (Teacher-Students)
3. Group Activity	To encourage collaboration and research skills.	20 minutes	Organizes students into small groups, assigns each group a celestial body, and provides research materials and guidelines.	Research their assigned body and prepare a short presentation.	S-S (Students-Students)
4. Presentations	To allow students to share their findings and practice speaking skills.	15 minutes	Facilitates group presentations, ensuring each group shares information clearly.	Present findings to the class and engage with peers' presentations.	S-S (Students-Students) through T-S (Teacher-Students)
5. Reflection	To consolidate learning and assess understanding.	10 minutes	Guides a class discussion on key takeaways and answers any remaining questions.	Participate in discussion and write a short reflective piece on what they learned.	T-S

LESSON PLAN 2

Name: English language	Date: 10.02.2025	Week: Monday
Level: A1		Type of Lesson: Language Focus
Class Profile: stronger		
Lesson Aims: • To introduce students to the concepts of waves and tides, including their causes and effects. • To develop students’ understanding of the differences between waves and tides. • To enhance students' vocabulary associated with waves, tides, and related scientific phenomena. • To encourage involvement through practical demonstrations and group discussions.		
Main: • The lesson will begin with a brief introduction to waves and tides, focusing on their definitions and importance in nature. • A multimedia presentation will illustrate different types of waves (ocean waves, sound waves) and explain the mechanics of tides. • Students will participate in group activities where they create mini-posters to illustrate waves and tides. • A hands-on demonstration (if possible) of wave behavior using a water tank or a visual simulation will be conducted.		
Subsidiary: • Students will enhance their reading and comprehension skills through articles related to waves and tides. • They will practice their speaking skills during group presentations of their mini-posters. • Writing skills will be developed through reflective journaling at the end of the lesson.		
Outcomes for Students: By the end of the lesson, the students will....		

- Define and differentiate between waves and tides.
- Describe the causes of waves and tides, including gravitational effects and wind.
- Demonstrate improved vocabulary related to the topic of waves and tides.
- Work collaboratively to present information in a group setting.

Anticipated Problems; solutions:

(management of tasks, potential difficulties, timing problems etc.)

Some students may dominate group work; assign clear roles such as researcher, presenter, and note-taker to ensure equal participation.

- Students may struggle to understand complex scientific terms; provide a glossary of key vocabulary before starting the lesson.
- If certain sections of the lesson take too long, be prepared to shorten the presentation time or streamline the group activity.
- Prepare backup materials in case of technology failure (e.g., printed presentations or hands-on activity instructions).

Personal Objectives:

- To strengthen classroom management skills through collaborative and interactive group assignments.
- To improve my ability to convey scientific concepts in an engaging manner for grade 6 students.
- To develop strategies for evaluating student understanding effectively throughout the lesson.

Materials:

- Multimedia presentation (PowerPoint slides) on waves and tides.
- Handouts with key information, definitions, and vocabulary lists.
- Art supplies for creating mini-posters (marker pens, poster boards, etc.).
- Access to articles or videos for reading comprehension.

Lesson Procedure

Stage	Stage Aims	Timing	Procedure (What the teacher does What the learners do)		Interaction Pattern
1. Introduction	To engage students and introduce the topic of waves and tides	5 minutes	Introduces the topic with a short video demonstrating waves and tides	Watch the video and discuss initial thoughts.	T-S
2. Presentation	To provide key definitions and differences between waves and tides.	15 minutes	Presents a slideshow explaining waves and tides, including their causes, types, and effects	Take notes and ask questions for clarification.	T-S
3. Hands-On Activity	To allow students to visualize and understand wave behavior	20 minutes	Conducts a demonstration using a water tank to show how waves form	Observe the demonstration, participate by creating waves in the tank if permitted.	T-S for instructions , S-S for participation
4. Group Activity	To encourage collaboration and reinforce understanding.	15 minutes	Organizes students into small groups, assigns each group to create a mini-poster on either waves or tides	Collaborate to research and create the poster.	S-S
5. Reflection	To consolidate learning and assess understanding.	10 minutes	Guides a class discussion on key takeaways and asks students reflective questions	Participate in discussion and write a short reflective piece about what they learned.	T-S

Self-reflection Final Report and Improvement Plan

When I completed my practical experience of holding five English lessons with an exceptionally vibrant sixth-grade class at Rivne Lyceum "Center of Hope" named after Nadiya Marynovych, I was overwhelmed by a mixture of pride, relief and immense gratitude. This experience has not only significantly enhanced my teaching skills but has also deepened my understanding of how to engage students in a meaningful and impactful way. My supervising teacher, Tkachuk Anastasia Alexandrivna, was instrumental throughout this process, consistently providing guidance and encouragement that made my experience not only educational but also immensely enjoyable. Her easy-going nature, combined with her profound knowledge of the curriculum, fostered a supportive and nurturing learning environment that contributed greatly to my development as an educator.

Rivne Lyceum "Center of Hope" is situated in a lively and vibrant community, which reflects in the energy of the students and the richness of our classroom environment. Within this classroom context, I had the privilege of working with a dynamic group of 24 sixth graders who were each unique in their own rights. Their varied interests, abilities, and distinct personalities brought a fresh, exciting energy to each lesson, making every single class session feel like a unique adventure. Whether we were diving into discussions about literature, dissecting grammar rules, or exploring thematic topics, the students consistently infused the lessons with energy and curiosity, which challenged me to adapt my teaching methods continuously.

One particular lesson that stands out in my memory revolved around the complex and engaging theme of "Waves and Tides." Initially, I had devised a straightforward plan to teach vocabulary and fundamental concepts related to the subject in a methodical manner.

Then she had a small discussion with the students and was amazed, because the students knew a lot of useful information concerning the topic of the lesson. Some of the facts they voiced were even surprised. For example, every 24 hours 50 minutes there are two tides and two outflows. And my student reported that there are cases

where people used tides to protect against enemies, flooding certain territories. She probably remembered this fact from a history lesson.

Throughout the progression of these lessons, I recognized considerable growth in my teaching abilities and my capacity for classroom management. One area where I saw marked improvement was in my ability to present content in a manner that was both accessible and engaging for the students. For instance, during one particular session with a group that struggled with reading comprehension, I implemented a range of more interactive and visual learning strategies that truly resonated with them. Their eyes lit up with excitement when we role-played scenes from our reading material and discussed the motivations of various characters; this engagement made it clear that they were forming meaningful connections with the material in front of them.

Furthermore, I worked diligently to sharpen my skills in providing constructive feedback to my students. By engaging the students in peer-review sessions of their writing assignments, I not only helped them to articulate their thoughts clearly, but I also successfully enhanced their critical thinking skills.

However, I encountered challenges that tested my ability to adapt quickly to various classroom dynamics. For instance, during one lesson that focused on poetry, I noticed that some students appeared to be disengaged and uninterested in the content. In response to this challenge, I quickly adapted my approach by incorporating music and performance elements. Together, the class collaborated to write and recite limericks, which greatly elevated their interest and participation in the lesson.

As I look ahead toward my future teaching endeavors, I recognize the necessity of having a well-defined and thoughtful improvement plan.

1. I plan to continue focusing on diverse teaching styles and to incorporate a greater variety of hands-on activities into my lesson plans.
2. Establishing meaningful connections with each student will be a top priority for me moving forward. I intend to conduct one-on-one check-ins with students to better understand their individual interests, strengths, and needs. By gaining deeper

insights into each student, I will be better equipped to tailor my lessons to suit their learning styles.

3. I aim to implement a structured feedback mechanism that invites student input regarding my teaching methods and lesson plans.

4. I intend to attend workshops and training sessions focused on classroom management techniques and innovative teaching strategies.

This practical experience has truly been a beautiful and enriching blend of challenges and triumphs, for which I am immensely grateful for every single moment spent with the students. I feel invigorated and excited to continue my pathway in education, with the hope of inspiring others just as I have been inspired.

PERSONAL AND PROFESSIONAL QUALITIES

1. Aims and objectives	The aims and objectives are clear, feasible and congruent with the syllabus and the learners' needs. The overall aims contribute to the development of the learners' intercultural communicative competence.	+
2. Learners' needs	The planned activities build on learners' existing skills and knowledge, and motivate and challenge the learners according to their needs and interests.	++
3. Activities	The activities provide variety to keep students' attention while the steps are coherent enough to contribute to a natural flow of the lesson. There is a good balance of new input and revision/recycling. Back-up activities are in reserve.	++
4. Techniques	Strategies and techniques enhance learning, are appropriate for maintaining interest and cater for a variety of learning styles.	+
5. Resources	When necessary and beneficial, T supplements the textbook with additional instructional materials and uses a variety of resources to facilitate learning.	++
6. Feasibility	T thoroughly and realistically prepared all aspects of the lesson for successful implementation in the classroom within the given timeframe.	+

PLANNING

1. Rapport	T relates to learners showing interest in them as individuals and respecting their diversity of ideas and backgrounds. The positive classroom atmosphere reflects fairness, confidence, and collaboration. T tries to benefit from the potential in groups.	?
2. Presence	T can hold learners' attention; his/her voice is clear and varied; his/her speech is articulate; T uses space and non-verbal communication to good effect.	+
3. Language proficiency	T has intelligible pronunciation and speaks fluently with accurate vocabulary and grammar. T makes no mistakes when teaching pre-prepared material, and self-corrects occasional errors in spontaneous communication.	++
4. Language awareness	T provides learners with both linguistically and culturally adequate models and examples of the target language. T uses L1 selectively and efficiently.	+
5. Commitment	T can develop the learners' personality: based on individual needs and special conditions, enhance the learners' intellectual,	-

to the learners' personal growth	emotional, social, and moral development, and the acquisition of democratic social values through EFL learning.	
6. Attitude to self-development	T is aware of own strengths and weaknesses; s/he is committed to reflecting on his/her planning and implementation to develop.	+

IMPLEMENTATION

1. Structure	Framework and progression	The lesson has a clear beginning, a main focus, and an appropriate ending/consolidation phase. There is coherence between the stages of the lesson with the natural transition between activities.	++
2. Materials	a. Coursebook and supplementary material	Coursebooks and resource books meet the learning objectives, and learner needs, and show relevance to the target language culture. With appropriate additional activities, the T skilfully compensates for the shortcomings of the set textbook (if any).	+
	b. Teaching aids	Structured board work, good-quality visuals, and carefully prepared handouts are used (where applicable).	+
	c. Equipment	T demonstrates familiarity with ICT tools and other equipment (CD player, video, IWB, computer, internet platforms, etc.)	+
3. Class Management	a. Instructions	Focused, clear, and brief. In case of complex instructions demonstration and/or examples are used.	+
	b. Questioning techniques	T skilfully varies the use of different question types to prompt real communication and makes use of opportunities to provoke longer stretches of answers. T applies various effective techniques for elicitation and checking understanding.	?
	c. Timing and pacing	Time allocations are appropriate for activities; T takes into account individual differences. Learners are neither slowed nor rushed, and adequate wait times are provided. A good balance between stirrers and settlers is achieved.	-

	d. Varied interaction and teacher roles	Varied interaction patterns and adjusted T roles are appropriate for learning objectives and content of activities. T knows when to step back and let students perform, discuss, explain, etc.	+
	e. Error correction	T selects from multiple approaches and a wide range of correction techniques under the focus of the activity.	+
	f. Feedback and evaluation	T gives constructive feedback on the learner's progress and achievements. T is aware of pedagogically sound, fair, and systematic procedures to evaluate learners' performance, commitment, and effort over time; formal evaluation criteria are clearly communicated to learners. Feedback is formative; steps for further development are laid out.	++
	g. Discipline	T can establish and maintain a balance between discipline and a relaxed working atmosphere.	?
4. Climate for Learning	a. Communication	Meaningful practice is present and genuine communication is generated regardless of the learners' level. T encourages learners to express their ideas and promotes interaction among them. Learner talking time is increased to the possible maximum.	+
	b. Environment	T creates an inclusive environment in which all learners actively participate and adapt the physical arrangement of the classroom to reflect lesson needs and to facilitate the grouping of learners for effective interaction.	+
	c. Learner autonomy	T demonstrates learner-centred practices to facilitate learning, caters to different learning styles, and incorporates ways of developing learning strategies into the lesson. T encourages learners to take responsibility for their own learning.	+

Your comments concerning specific points in the above checklist:

Planning:

Lesson plan (coherence of class, aims and objectives, shape and balance of activities, timing, clarity, interest, flexibility and individualization, anticipation of difficulties, etc.):

The lesson plans I created for the five English lessons were generally coherent and well-structured. Each lesson had clear aims and objectives that aligned with the broader curriculum goals for grade 6. I attempted to ensure a good balance of activities, incorporating a mix of individual, pair, and group work to cater to various learning styles. Timing was managed effectively, although there were instances where certain activities took longer than anticipated, prompting a need for greater flexibility. Activities were designed to be engaging, employing various resources and methodologies that stimulated interest. I did make efforts to individualize tasks for students who required additional support; however, I realized that further anticipation of potential difficulties could enhance the effectiveness of my planning. For future lessons, I aim to include more scaffolding strategies to assist students who may struggle with specific concepts.

Personal and professional qualities:

Rapport with students:

Establishing rapport with my students was one of the highlights of my teaching experience. I made a concerted effort to learn their names quickly and encouraged open communication, fostering a safe space where students felt comfortable sharing their thoughts and opinions. By incorporating their interests into lessons, I gained their trust and engagement. Students responded positively to my genuine interest in their well-being and academic growth; however, I noticed that building rapport took time, and I plan to focus on strengthening these relationships even further in future classes.

Presence, style, voice:

My presence in the classroom was generally strong, characterized by enthusiasm and energy that drew students in. I maintained eye contact and used positive body language, which helped in keeping students attentive. My teaching style alternated between being authoritative and approachable, depending on the context of the lesson. However, I identified moments when I could have varied my vocal delivery; incorporating changes in tone and pace could enhance engagement. Moving forward, I intend to focus on developing a more dynamic delivery style to maintain student interest throughout the class.

Command of English and language awareness:

I demonstrated a solid command of English, using accurate vocabulary and grammar throughout the lessons. My language awareness was evident in my attempts to accommodate the diverse linguistic abilities of my students. I employed techniques

such as paraphrasing and clarifying to ensure understanding among learners. Nevertheless, there were instances when I used language that may have been too complex for some students. In planning future lessons, I will emphasize simplifying language and providing additional context or definitions to ensure all students can grasp the material.

Developing the learners' personality:

My lessons aimed not only at academic achievements but also at developing students' personalities and soft skills. By facilitating group activities, I encouraged collaboration, communication, and critical thinking, helping students to grow socially as well as intellectually. I strived to foster a growth mindset by praising effort and perseverance, rather than only results. However, I recognize that I can enhance this aspect by including more reflective activities, allowing students to consider their personal development more deeply.

Plans for / Focus of self-development:

As I reflect on my teaching practice, I am committed to pursuing further self-development in several areas. First, I aim to enhance my pedagogical strategies, particularly around classroom management and differentiation. I plan to attend professional development workshops and seek mentorship opportunities to gain practical insights into effective teaching practices. Additionally, I want to develop my technological proficiency to seamlessly integrate more digital tools into my lessons, catering to the learning preferences of a generation that is increasingly tech-savvy. Lastly, I intend to foster a deeper understanding of inclusive teaching practices to ensure I address the diverse linguistic and cultural backgrounds of all my students effectively. This holistic approach to self-improvement will facilitate my journey as an educator and help cultivate a positive, effective learning environment for my students.

Implementation:

Structure and techniques of class management: (organization of activities, distributing teacher/student talking time, ways of involving the class, maintaining discipline, handling errors, monitoring pair and group work, teacher movement and gestures, timing, evaluating student work, etc.)

The structure of my lessons was designed to facilitate smooth transitions between activities while maintaining student engagement. I organized various activities that included whole-class instruction, group discussions, pair work, and independent tasks, ensuring that students remained active participants throughout each lesson. I learned to balance teacher and student talking time, which involved being mindful of my speaking duration to encourage more student discourse.

To involve the class, I employed various techniques, such as open-ended questions and prompts that encouraged all students to share their thoughts. I also created opportunities for students to engage in peer-to-peer dialogue during group activities, allowing them to take ownership of their learning and build confidence in their

communication skills.

Maintaining discipline was an essential aspect of class management. I established clear behavior expectations from the first lesson and used positive reinforcement to encourage appropriate behavior. When errors occurred, I addressed them constructively, viewing mistakes as opportunities for learning rather than as setbacks. This approach helped create a supportive atmosphere where students felt comfortable taking risks in their language use.

Monitoring pair and group work was crucial for assessing student understanding and engagement. I circulated around the classroom, offering assistance and encouragement to groups while observing interactions. My movements were deliberate; I utilized gestures and non-verbal cues to convey support, reinforce expectations, and redirect focus when needed. In terms of timing, I was aware of how much time each activity required, making adjustments as necessary to ensure I covered all planned material without rushing.

Evaluating student work was a blend of formative assessments and constructive feedback. I provided immediate feedback during activities and collected completed tasks for more formal evaluation at the end of each lesson. This dual approach allowed students to track their progress while also understanding the areas that needed improvement.

Teaching skills and materials: (clarity of instructions, good questioning techniques, exploitation of materials, use of the mother tongue, use of aids, blackboard, supplementary materials, textbook, ICT, etc.)

In my lessons, clarity of instructions was a priority. I worked on simplifying my directions and breaking tasks into manageable steps to ensure all students understood what was expected of them. Good questioning techniques played a central role in engaging students, as I used a mix of closed and open-ended questions to stimulate critical thinking and encourage discussion.

The exploitation of materials was another key aspect of my teaching. I used a variety of resources, including textbooks, visual aids, and supplementary materials, which helped to cater to different learning styles and reinforced concepts. For example, in a lesson on “Waves and Tides,” I incorporated videos, diagrams, and hands-on demonstrations to engage students actively in the topic.

While I primarily used English as the medium of instruction, I recognized the value of the mother tongue in supporting comprehension. For some learners, particularly those who struggled with language, I occasionally allowed brief translations or explanations in their native language to clarify concepts when necessary. This approach was particularly effective in promoting understanding and building confidence.

Additionally, I integrated ICT tools, such as interactive presentations and educational videos, to enhance engagement and provide different perspectives on the content being taught. My use of the blackboard and visual aids provided visual reinforcement of key concepts, further aiding retention.

Environment and atmosphere: (meaningful and respectful communication, inclusive environment, developing learning strategies, promoting learner autonomy, etc.)

Creating a respectful and meaningful communication environment was crucial throughout my teaching practice. I established classroom norms that emphasized the importance of listening and valuing each student's contributions. This atmosphere fostered open discussion, where students felt respected and empowered to express their ideas.

An inclusive environment was actively promoted through the acknowledgment of individual differences in student learning styles, cultural backgrounds, and language proficiencies. I made it a point to ensure that all students had equitable opportunities to participate, asserting the importance of everyone's voice in the classroom.

To develop learning strategies, I encouraged students to set personal goals and reflect on their progress regularly. I introduced reflective activities, such as writing in learning journals, which prompted students to consider their learning strategies and areas of focus for improvement.

Promoting learner autonomy was a vital component of my teaching approach. I offered choices in certain tasks, allowing students to select projects that aligned with their interests and abilities. This not only enhanced their intrinsic motivation but also encouraged them to take responsibility for their learning journey. By gradually shifting the focus from teacher-centered to student-centered learning, I aimed to equip my students with skills that extend beyond the classroom.

What are the benefits of teaching practices to you?

	QUESTIONS	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Teaching practice has made me decide whether or not to take teaching as a profession.		✓		
2.	Teaching practice developed in me an interest in working with children of school age.		✓		
3.	There is an opportunity to try out ideas and theories in a practical classroom situation.		✓		
4.	One has the opportunity to communicate and interact closely and sympathetically with children of school age.	✓			
5.	Teaching practice has made me master professional skills.			✓	
6.	Teaching practice has made me learn how to plan, prepare, and present lesson topics.	✓			

7.	Teaching practice has exposed me to the problems and prospects of teaching progression.		✓		
8.	Teaching practice helped me understand the principles of child development and growth.			✓	
9.	Teaching practice helped me broaden my knowledge of the subject matter.		✓		
10.	Teaching practice has helped me perfectly use instructional materials when teaching.		✓		
11.	Teaching practice has helped me find a life lesson in each conflict situation.		✓		
12.	Teaching practice has made me adequately manage the classroom.		✓		
13.	Teaching practice has made me observe different features of the school curriculum at work and how each contributes to learning.		✓		
14.	Teaching practice has helped me become familiar with school records and the complex set of rules and regulations.			✓	
15.	Teaching practice has helped me acquire those valuable personality attributes associated with an outstanding teacher.	✓			
16.	Teaching practice has helped me gain valuable insight to assess my suitability for a teaching career.		✓		
17.	I see teaching practice as a vital factor in preparing students for future teaching assignments.	✓			
18.	During my last teaching practice, I developed my way of working effectively with children and colleagues.		✓		
19.	The University Methodology course content was relevant to my needs during observed teaching.		✓		
20.	The University Methodology course materials (handouts, readings) are helpful during observed teaching.		✓		

Summative Peer Observation Letter 1

I have visited the lesson in 6th grade. I wanted to take a few moments to reflect on your recent lesson on “Energy: Forms and Changes” and share my thoughts based on my observations. Overall, it was a commendable effort, and I appreciated the opportunity to witness your teaching approach in action.

From the outset, your classroom environment was welcoming and conducive to learning. You established great rapport with your students, which created a safe space for them to express their ideas and ask questions. Your enthusiasm for the topic was infectious, and it is clear that you have a genuine interest in instilling a love for science in your students. They were engaged and eager to participate, which is a testament to your effective teaching.

One of the significant strengths of your lesson was your use of various instructional strategies. The incorporation of multimedia elements, such as videos and visual aids, effectively catered to different learning styles and kept students engaged. I noticed that students were very responsive during the interactive portion of the lesson, demonstrating their understanding of different forms of energy through group activities. Additionally, your questioning techniques were commendable; you asked open-ended questions that encouraged critical thinking and facilitated deeper discussions.

While there were many strengths in your lesson, I also observed a few areas for improvement. At times, some of the instructions were a bit too complex, which may have led to confusion among some students. Simplifying them or breaking down instructions into smaller, clearer steps could enhance student comprehension. Additionally, I noticed that during group activities, not all students had equal opportunities to speak. Encouraging quieter students to share their insights might help ensure everyone is actively participating.

A practical suggestion for your next lesson might be to incorporate more structured roles within group activities. This approach can ensure that each student has a defined task and is accountable for contributing to their group's success. Perhaps you could also consider more frequent formative assessments during the lesson, such as quick thumbs-up/thumbs-down check-ins, to gauge students' understanding in real-time. This could give you valuable insights to adjust your teaching on the spot.

Despite the minor improvements suggested, I genuinely believe that you have a strong foundation in your teaching practice. Your passion for the subject and your ability to connect with students are assets that will serve you well as an educator.

On a personal note, I hope we can find some time to share hobbies outside of teaching. I know you enjoy hiking. I've recently taken up a few nature trails, and I would love any recommendations you might have for local spots! It would be great to connect over something we both enjoy.

I compared my way of teaching with yours and borrowed some ideas. I liked your lesson very much. I am sure you will be a great teacher, so I wish you good luck. Thank you for allowing me to observe your lesson. I look forward to collaborating with you in the future and sharing more enriching experiences in our learning community.

Summative Peer Observation Letter 2

On the 20th of February, I got a great opportunity to observe a lesson on the topic of

“How Heat Travels” for the 6th grade conducted by my colleague, Yurii P. I would like to reflect on it considering the crucial points. From the beginning of the lesson, it was clear that Yurii possesses a sincere passion for teaching science. Their enthusiasm was infectious, which positively influenced the classroom atmosphere. The way they introduced the topic helped the students grasp the fundamental concepts of heat transfer, making it accessible and engaging for sixth graders. I was particularly impressed with the clarity of their explanations, which balanced thoroughness with simplicity.

One of the strongest points of his lesson was the integration of hands-on activities. During the lesson, they engaged the students with experiments that demonstrated conduction, convection, and radiation in a practical context. For instance, the demonstration involving different materials and temperature measurement was not only educational but also sparked students’ curiosity and excitement about the subject.

Additionally, Yurii employed effective questioning techniques that encouraged all students to participate. They posed thought-provoking questions that prompted critical discussion, fostering an environment where students felt comfortable sharing their ideas and reasoning. This kind of interaction undoubtedly aids in developing the students' confidence in discussing scientific concepts.

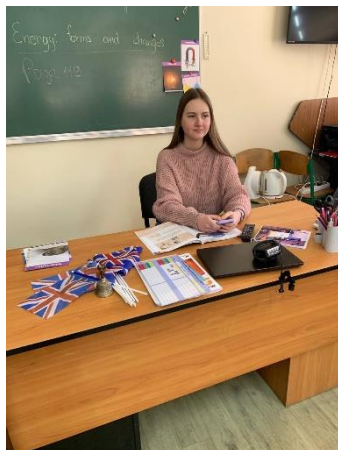
While the lesson was undoubtedly effective, I observed a few areas that could benefit from adjustment. At times, the pacing of the instructions felt a bit hurried, which may have caused some students to feel overwhelmed or confused about the tasks at hand. Slowing down and providing clearer, step-by-step directions could enhance comprehension.

Furthermore, it appeared that a few students remained less engaged during the whole-group discussions. To ensure everyone has a voice, he might consider using strategies to involve quieter students more, such as think-pair-share activities or assigning specific speaking roles within small group discussions.

For future lessons, I would recommend incorporating structured group roles during hands-on activities to enhance collaboration and ensure that every student has a defined responsibility. This approach can help motivate all students to participate actively. Additionally, introducing a reflective component at the end of the lesson—such as having students jot down what they learned and any questions they still have—could deepen their understanding and provide valuable feedback to Yurii.

On a personal note, I recently learned that he enjoys hiking, and I think that building a shared interest can be beneficial for team cohesion. Perhaps arranging a group hike with fellow colleagues can foster stronger relationships and provide a well-deserved break from our teaching schedules.

To conclude, the lesson was well-organized and good-planned. The aim and objectives were achieved. Despite any tiny details Yurii managed to make the learning procedure bright and productive, she was flexible and demanding which are thought to be the key qualities of a good teacher.



Observing the English language lesson in grade 6. Practical teacher Lyudmila Petrus. February 19th

My production practice (one of the English lessons in 6th grade)



My production practice (group and game tasks for 6th grade students)