Using ICT in the HEIs in the Study of the Philological Sciences

Kominiarska Iryna[1], Dubrovskyi Roman[2], Volianiuk Inna[3], Yanus Natalya[4] and Hryshchenko Oleksandr[5]

kominyarska@meta.ua, dracroma2008@ukr.net, inna.volianiuk@ukr.net, kanivetsnata@rambler.ru olexandr.hry@i.ua 1233566789b@gmail.com

[1]Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Faculty of Humanities and Technology; Department of Ukrainian language and literature and methods of their teaching Kremenets, Ternopil region 47003 str. Litseyna,1, orcid.org/0000-0002-3442-654X

[2]Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Faculty of Humanities and Technology; Head of Department of Ukrainian language and literature and methods of their teaching, 47003 str. Litseyna,1, Kremenets, Ternopil region, orcid.org/0000-0002-0002-4458-6504

[3]Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Faculty of Humanities and Technology; Department of Ukrainian language and literature and methods of their teaching, 47003 str. Litseyna,1, Kremenets, Ternopil region, orcid.org/0000-0002-3429-2510

[4]Department of foreign languages and their methods Humanitarian-Technological Faculty Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Liceina Street, 1. Kremenets, Ternopil region, Ukraine, https://orcid.org/0000-0001-5658-842X

[5] «Pylyp Orlyk International Classical University» Private Higher Educational Institution, Socionomic Faculty, Department of Journalism and Philology, 54001, Ukraine, Mykolaiv region, Mykolaiv, Kotelna str., 2, orcid.org/0000-0002-4361-5705

Abstract

The article highlights the educational potential of information and communication technologies in the study of philological disciplines in higher education institutions. **The study aims** to analyze the didactic potential of ICT in the study of philological disciplines, as well as to check the scientific hypothesis that the use of ICT in HEIs in the study of philological disciplines will intensify and enhance the effectiveness of the learning process. To confirm the validity of the hypothesis, experimental testing was carried out and the results are illustrated in the article. The above-mentioned goal of the study determined the use of theoretical and empirical methods: analysis, synthesis, generalization, and systematization of pedagogical and scientific-methodological literature to clarify the state of research problem development and to identify pedagogical foundations on which the process of ICT use is based, comparison and prediction; questioning and testing of educational process participants to understand the effectiveness of ICT use in their training in HEIs. The research results showed positive changes in all analyzed criteria in the experimental group, which is due to the introduction of additional ICT tools into the educational process of the mentioned group. **The scientific novelty** of the study consists in highlighting the main characteristics and didactic functions of ICT in the learning process of philological students; in covering the classification of ICT, ICT tools, and typology of training sessions using ICT in the study of philological disciplines. In the conclusion it is summarized that the introduction of modern ICT in the educational process allows intensifying the learning process, implementation of a variety of ideas, increases the pace of classes and material assimilation, influencing the motivation for learning, increases the amount of independent work of students.

Keywords:

ICT Higher Education Institutions, Philological Students, Philological Sciences

1. Introduction

The creation of an accessible, decent and effective system of training specialists in higher education institutions is undoubtedly one of the most acute and urgent problems of modern educational public policy. The need to reform the existing education system in accordance with the new global requirements and trends is undeniable. To date, it is obvious that the content of the proposed reforms should concern changes in tactics and strategies of the educational process as a whole, the introduction in the training process of specialists in any field, in particular philological, scientific achievements, the use of modern information technologies. A common trend in European education is the intensification of the educational process. Intensification can take various forms, but it is impossible without innovative aspects associated with the revision and reform of existing (traditional) forms of learning, as well as with the development of fundamentally new, modern learning technologies. An important role in this belongs to information and communication technology (ICT).

Information and communication technologies are a generalizing concept that combines various devices, mechanisms, methods, forms, techniques, and algorithms for working with information [1]. Among the main modern devices used by ICT are computers, different types of software, numerous gadgets - mobile devices, smartwatches, and other means of telecommunications along with the information placed on them.

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2. Methodology

2.1 The objectives

Since it is obvious that changes in society, its total informatization, and computerization require changes in education, which leads to new forms, methods, and means of presenting educational material. That is why the introduction of ICTs in the educational process, the use of individual elements at different stages of the lesson is considered one of the most modern educational trends.

Numerous works of leading domestic and foreign scientists were devoted to the study of the phenomenon of ICT in education. They analyzed the theoretical foundations of the named method [1], noted the appropriateness of ICT use at different levels of education [2], [3]; emphasized the relevance and effectiveness of ICT in organizing independent work [4]; noted the use of ICT as a tool to increase motivation for learning [5].

However, in practice, the problems associated with the use of information technologies in the educational process quite often encounter a number of difficulties and do not find proper coverage in the works of researchers.

The introduction of ICT into the process of training specialists in the study of philological sciences must occur systematically and the unity of goals, objectives, methods, principles, and means [6]. Thus, the main goal of the study was to test the scientific hypothesis: the use of ICT in SES in the study of philological disciplines will help to intensify and improve the effectiveness of the learning process. To confirm the validity of the hypothesis, experimental testing was carried out.

2.2 The method

The specified goal and objectives of the research determine the use of such theoretical methods as: analysis, synthesis, generalization, and systematization of pedagogical and scientific-methodological literature to clarify the state of research problem development and the selection of pedagogical foundations on which the process of ICT use is based, comparison and prediction; and empirical methods - questioning and testing of educational process participants in order to understand the effectiveness of ICT use in the process of their training in HEE.

So, the pedagogical experiment was conducted based on the Department of the Ukrainian language and literature and methods of their teaching at the Faculty of Humanities and Technology of the Kremenets Regional Humanitarian and Pedagogical Academy named after Taras Shevchenko. Taras Shevchenko and the Department of Journalism and Philology of the Faculty of Sociology of the Private Higher Education "Pylyp Orlyk International Classical University".

2.3 The method

Experimental work continued in 2021. The total number of participants who took part in the experiment was 130 people: 120 students and 10 scientific and pedagogical staff of the named HEIs.

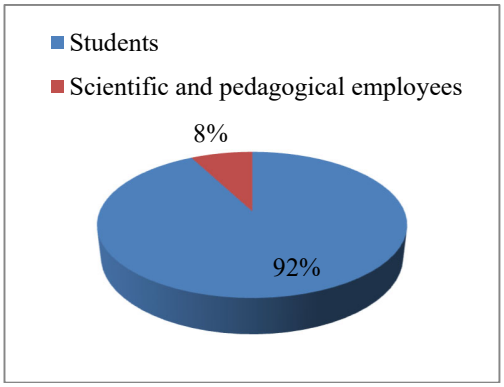

Fig. 1. The sample

3. Results

At the beginning of the pedagogical experiment, experimental and control groups were created based on selected HEIs.

It should be noted that for the reliability of the experiment the conditions and organization of the training of students of the selected HEIs were the same, and in the groups there were students with different levels of training.

At the stage of the beginning of the experiment, the students were questioned and tested to determine the level of formation of such indicators as motivation to learn, interest in learning, and learning efficiency. For the purpose of comparative analysis, the processed data of the questionnaire are shown in tables 1-3.

Table 1: Distribution of indicators of the EG and CG on the criterion "Motivation to learn" at the beginning of the experiment

	EG	CG
High	33	35
Medium	53	58
Low	34	27

Table 2: Distribution of the indicators of the EG and CG on the criterion "Interest in learning" before the experiment

	EG	CG
High	32	33
Medium	54	54
Low	34	33

Table 3: Distribution of indicators of the EG and CG on the criterion of "Learning Effectiveness" before the experiment

	EG	CG
High	32	32
Medium	54	56
Low	34	32

The processing of the results of the questionnaire and testing made it possible to determine the number of students with the appropriate levels for certain criteria. At the same time, the indicators of the EG and CG at the beginning of the experiment did not almost differ or differed insignificantly. This allowed the training process of the students in the experimental group to include some elements of ICT, enrich the classes, and give new forms to the robot. Consequently, after the formation of the experimental and control groups, the conditions and organization were slightly changed - in the experimental group ICT lessons were added, in the control group training remained traditional.

After the experimental activities, the students of the selected HEIs were diagnosed in the same way as before the experiment. For comparative analysis, the processed data are shown in Tables 4-6.

Table 4: Distribution of indicators of the EG and CG on the criterion "Motivation to learn" after the experiment

	EG	CG
High	37	35
Medium	64	59
Low	19	26

Table 5: Distribution of the indicators of the EG and CG on the criterion "Interest in learning" after the experiment

	EG	CG
High	38	33
Medium	67	56
Low	15	31

Table 6: Distribution of indicators of the EG and CG on the criterion of "Learning Effectiveness" after the experiment

	EG	CG
High	40	33
Medium	62	57
Low	18	30

Observation of the dynamics of indicators showed positive changes in all criteria in the experimental group. The higher scores in the experimental group were due to the introduction of additional ICT tools into the learning process of this group.

Consequently, according to the results of the experiment and based on scientific and methodological research data, we can talk about the functions of ICT in the educational process in general and in the study of philological disciplines in particular.

The learning function implies mastering and consolidating and application of new material, the performance of practical works of different types, control and self-control, opportunities for self-education, etc. ICTs in this case can be used to create interactive materials, digital educational resources on certain topics or sections of academic disciplines; to develop individual assignments or tests; to work with simulators and independent work.

The developmental function is responsible for the activation of thought operations - analysis, synthesis, generalization; implementation of search activities, development of creative abilities, etc.

Educational function focuses attention on the personal qualities of students.

The motivational function operates the arsenal of ICT visibility, is responsible for the interest in learning, and stimulates cognitive interest. The use of ICT promotes interest in learning, as conditions are created for a maximum consideration of individual educational abilities and needs of students, diversity of means, forms and stages of training sessions, disclosure of creative potential of each student [8].

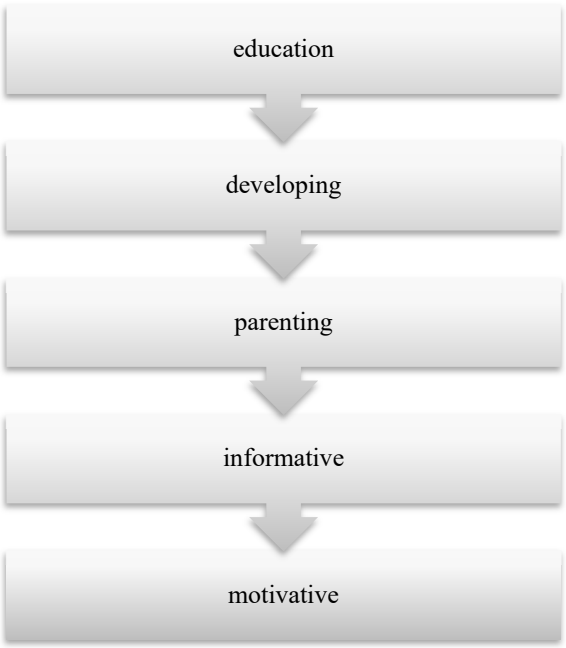

Fig. 2. Functions of ICT in the study of philological disciplines

The cognitive function implies the formation of diverse views on the phenomenon under study, the possibility of joint work with other people; the establishment of communication links, obtaining necessary information, etc. [7].

According to the functions, the ICT used in the study of philological disciplines can be classified as follows: function-oriented technology, subject-oriented technology, problem-oriented technology (Fig.3).

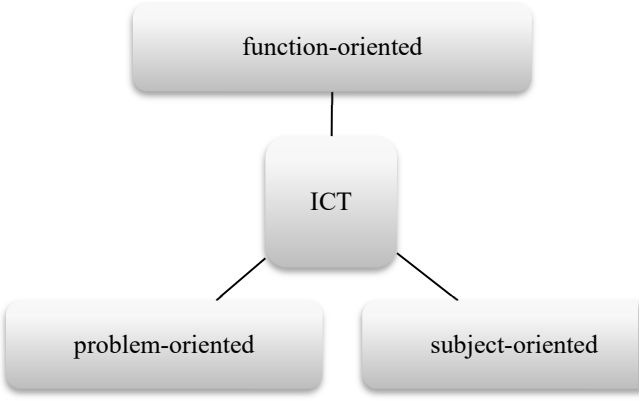

Fig. 3. Typology of ICT in the study of philological disciplines

Function-oriented technologies are the most universal and can be used at different stages and levels of learning disciplines [9].

Subject-oriented technologies are used to solve specific problems in a given subject area. They are less universal, designed according to specific needs or requirements [9].

Problem-oriented technologies are a kind of synthesis of function-oriented and subject-oriented technologies and combine the functionality of the former and the latter [9].

These types of ICT operate with an arsenal of educational tools which, in turn, are also classified according to certain criteria: by pedagogical tasks, by functions in the learning process, by the nature of information, by forms of functioning in the learning process, by forms of organizing interaction [10] (Fig. 4).

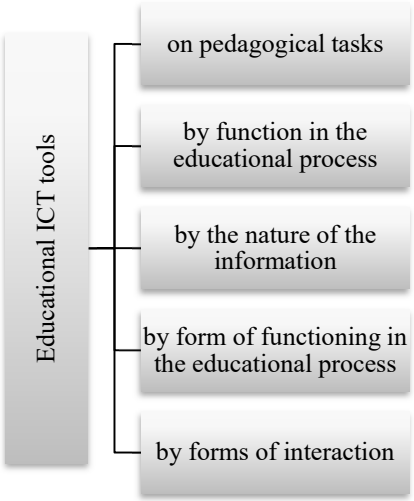

Fig. 4. Educational ICT tools in the study of philological disciplines

According to the pedagogical tasks ICT tools are classified into basic training tools (electronic textbooks, manuals, electronic educational and methodical complexes), practical training tools (workshops, simulators, virtual designers, etc.), support tools (reference materials, directories, dictionaries, glossaries, electronic encyclopedias, training computer games), and complex tools that can combine all these components [10]. Online distance-learning courses may be considered as such tools.

By function, ICT tools can be divided into informational or information and educational (educational and methodological literature in electronic format), training (training platforms, programs, applications), interactive (communication tools, messengers, e-mail, etc.), and search (electronic) resources, catalogs, search engines) [10].

According to the nature of the information presented all the tools can be divided into resources with textual information (textbooks, manuals, dictionaries, directories, and other educational and methodological materials in electronic form); resources with visual information (photos, illustrations, video presentation fragments); resources with

symbols and formulas (diagrams, charts, graphs); audio resources (sound recordings, music, etc.); combined resources (which combine several or all parameters) [11].

According to the forms in which they may be used in the educational process, ICT tools are classified into classroom and extracurricular [12]. The use of ICT in the classroom in the philological disciplines includes direct work with technical means (computer, projector, etc.) during a part of the lesson or during the whole lesson. Extracurricular use of ICT may be a part of the independent or supplemental activity. Individual or group work may be organized in a project-based or problem-based manner.

ICT tools are divided into synchronous (online), asynchronous (offline), and mixed [12]. Mixed forms of ICT application today can be considered the most promising, in particular when mastering material from the philological profile. Such forms allow a harmonious combination of direct communication with a teacher and ICT capabilities in the classroom and the organization of independent work, in addition, provide access to unimpeded communication and obtaining knowledge in a convenient format and topic using the same ICT.

It should be noted that the use of ICTs in the learning process implies a change in the traditional types of classes compared to those available in the traditional educational system. These may be classes in which the computer can be used in demonstration mode (for example, a computer on the teacher's desk); classes in which the computer can be used in individual mode (a computer lab is required for group classes); classes in which the computer can be used in individual distance mode (a computer lab with Internet access) [13]. Thus, the typology of ICT-supported classes in the study of philological disciplines can be illustrated as follows: classes with multimedia support, classes with computer support, and classes with Internet support (Fig. 5).

A multimedia-assisted class is a class of a presentation, presentation, and demonstration nature itself, which takes place in a classroom equipped with a single computer or a computer with a projector [4]. It is one of the earliest ways to use a computer as a demonstration device. So, a mobile computer with a multimedia projector allows you to quickly organize classes with computer support in any subject [5]. As software, it is reasonable to use materials of ready-made software products containing a large volume of the photo, video, audio materials of information on different topics.

In addition, a common practice of the present is when the teacher prepares his or her own presentation for the class, using existing software (e.g., a Microsoft PowerPoint presentation). The advent of numerous modern electronic educational resources and access to them makes it possible to develop interesting, effective, and visual presentations for any class, especially when it comes to humanities disciplines

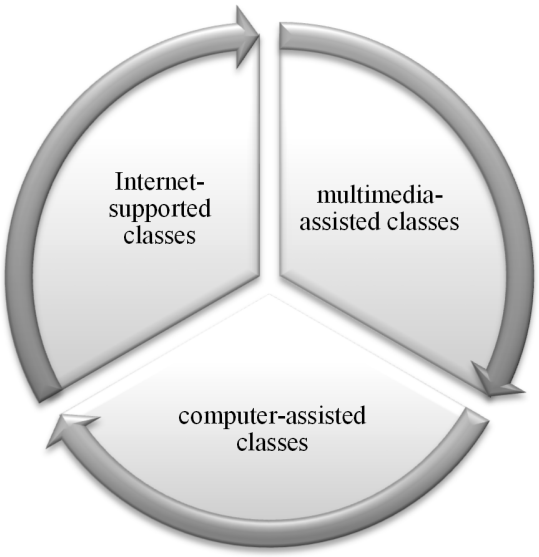

Fig. 5. Typology of ICT lessons in the study of philological disciplines

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Computer-assisted classes imply having several computers in the classroom or an equipped computer lab. These classes can be regarded as simulators or workshops when students work through the curriculum material. Working with a computer in this case combines scientific and cognitive material and elements of interactivity, gamification; tasks for practical work, training exercises, and cries of entertainment.

Today it is characterized by the emergence of new computer programs designed for both classroom and independent work of students.

Such programs contribute to the development of phonetic, lexical, and grammatical skills and abilities, which is especially important in philological faculties.

Video and audio computer programs are widely used to intensify language learning, in particular, foreign language learning [4]. The advantage of such programs is that they are close to real communication, contribute to the development of not only oral but also written speech skills. Moreover, the use of video and audio materials contributes to deep, detailed learning of the language studied by students of philology, as they are authentic, relevant, use all kinds of visualization, provide the opportunity to work independently in computer classes, help develop monological and dialogic speech, etc.

In computer-assisted classes, it is advisable to control the material learned, which can be in the form of testing. The high efficiency of controlling programs is determined by the fact that they strengthen the feedback in the dyad

"teacher-student" [6]. Test programs allow you to quickly assess the results and level out the biased assessment. In addition, due to the software and the variety of testing programs, it is possible to create numerous versions of tests of different types and apply them to different types of control (current, final, modular, etc.) [6]. Among the most popular, widespread, and convenient tests, there are 4 types of tasks: closed-form tests (choosing only one option from the given list); open-form tests (without answer options); matching tests, and sequence tests. In practice, when studying philological disciplines most often used closed-type tests, because they are simple and convenient both from the side of preparation and use. Tests are made based on textbooks and manuals for the discipline studied, which eliminates the possibility of errors associated with the subject incompetence of students. The advantage of using computer-based testing can be called, first of all, objectivity, since it is not the teacher who gives a grade, but the computer, i.e., all students are in equal conditions. It is important that tasks can be of different levels of difficulty, that is, general indicators of the preparedness of the group are taken into account (weak or strong level of the group).

In general, classes with computer support ensure the implementation of a detailed and individual analysis of the level of knowledge of students, objective assessment, identification of gaps in the assimilation of knowledge.

Classes with the use of Internet resources are a certain kind of educational and methodological support of the course. They involve work with the reference material of the course using Internet sources. They involve working with course reference material using Internet sources [14].

ICT can be used at any stage of the learning activity or course preparation. Based on the analysis of ICT capabilities and functions they are designed to perform, they can be distributed by stages of their application in the study of philological disciplines [15]:

- at the stage of preparation for the lesson - analysis of available informational electronic resources, the selection and systematization of material, structural design, and choice of style of presentation;
- stage of presentation of new material - visualization of knowledge (virtual boards, slides, multimedia presentations); use of ICT capabilities - audio-visual ways of conveying information (video excursions, audio recordings, film fragments), graphic support, photos, illustrative capabilities (dynamic schemes, tables, interactive objects, and models);
- stage of consolidation of the program material of the discipline (trainings, simulators, training programs of different types). At the stage of consolidation of the material, it is appropriate to introduce the work with electronic textbooks, manuals, workshops. It is recommended to use individual, group, or frontal forms of organizing students' learning activities;
- stage of control and verification of what has been learned (computer-based testing);
- stage of students' independent work (work with reference books, electronic catalogs, Internet resources);
- stage of conducting integrated classes (project techniques);
- stage of formation and development of research skills [15].

In general, the introduction of ICT in the process of studying philological disciplines can: influence the increase of positive motivation of students; provide a high degree of differentiation of learning; increase the effectiveness of the learning process due to the diversity of forms of learning activities; expand the amount of learning information; increase the amount of work performed; improve the quality of assessment and control of the knowledge; form and develop skills of research and investigative activities. It also opens up the possibility of conducting training sessions at high emotional and aesthetic levels thanks to numerous audiovisual effects. The use of ICT in classes at HEIs makes it possible to conduct classes with students of different levels of knowledge, to apply tasks of different levels of complexity for them, and to provide quality feedback.

4. Discussion

The use of ICT in the study of philological disciplines contributes to the optimization and integration of classroom and extracurricular activities. ICTs help to address issues of professional competence in general and communicative competence in particular, which is very important for future philologists.

However, at the same time, we must bear in mind that excessive or illogical use of ICTs may lead to negative consequences. First, the role of the teacher, who usually has a direct influence on the student, changes. By preferring ICTs, the instructor no longer becomes a transmitter of information but a tutor who has to guide students. In this case, the positive effect depends on the skill of the teacher, his/her ability to combine ICTs harmoniously with traditional forms of learning [3]. Secondly, excessive work on ICTs may limit students' level of thinking. Thirdly, a wide range of ICT capabilities may lead students to the so-called "principle of economy of power", when the student does not solve a task independently but uses someone else's work.

Consequently, if we follow the path of general individualization of learning with ICTs, but use them excessively, we can reduce the possibility of forming creative thinking in students.

5. Conclusions

Thus, it should be noted that the development and implementation of ICT in the training process in HEIs in the study of philological disciplines allows to purposefully improve this process, to develop the potential and actual linguistic and personal abilities of students.

The introduction of modern ICTs in the educational process makes it possible to intensify the learning process, implement different ideas, increase the pace of classes and material assimilation, influence the motivation for learning, and increase the amount of independent work of students.

The use of ICT tools in the system of humanitarian education, in particular in the study of philological disciplines, is aimed at improving existing teaching technologies by intensifying research, information retrieval, and analytical methods of working with information.

Systematic use of ICTs in the educational process of future philologists will contribute to the methodology of classes and extracurricular activities, diversify them and enrich them with new ideas. Interactivity and novelty of presentation of educational material will help to better illustrate theoretical aspects and enliven the emotional sphere of participants' educational activity. In addition, ICT will contribute to the assimilation of theoretical material not only through activation of mental activity but also through the possibility of developing creativity and creativity.

ICT tools significantly expand the possibilities of presenting educational information. The use of graphics, audiovisual effects, and modern multimedia allows you to stimulate the cognitive process of students and increase their interest in educational activities. The use of ICTs in the learning process increases the number of ways to solve various educational tasks and manage the process of their implementation. A variety of digital learning resources allows for quality control of the learning activities of students while providing flexibility in managing the learning process. The visibility and activity of ICTs promote students' reflection skills, while the curricula allow them to track the results of their own actions.

Continuous and systematic work to prepare ICT-supported lessons can open up new opportunities for creative growth and professional development.

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Kominiarska Iryna, Candidate of Philological Sciences, Associate Professor Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Faculty of Humanities and Technology; Department of Ukrainian language and literature and methods of their teaching Kremenets, Ternopil region 47003 str. Litseyna,1, orcid.org/0000-0002-3442-654X

Dubrovskyi Roman, Candidate of Philological Sciences, Associate Professor Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Faculty of Humanities and Technology; Head of Department of Ukrainian language and literature and methods of their teaching, 47003 str. Litseyna,1, Kremenets, Ternopil region, orcid.org/0000-0002-0002-4458-6504

Volianiuk Inna, Candidate of Philological Sciences, Associate Professor Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy; Faculty of Humanities and Technology; Department of Ukrainian language and literature and methods of their teaching, 47003 str. Litseyna,1, Kremenets, Ternopil region, orcid.org/0000-0002-3429-2510

Yanus Natalya, PhD, lecture Department of foreign languages and their methods Humanitarian-Technological Faculty Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy;, Liceina Street, 1. Kremenets, Ternopil region, Ukraine, https://orcid.org/0000-0001-5658-842X

Hryshchenko Oleksandr, Candidate of Philological Sciences Associate Professor of Journalism and Philology «Pylyp Orlyk International Classical University» Private Higher Educational Institution, Socionomic Faculty, Department of Journalism and Philology, 54001, Ukraine, Mykolaiv region, Mykolaiv, Kotelna str., 2, orcid.org/0000-0002-4361-5705