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### **TYOLOGY OF DIFFICULTIES IN LEARNING A FOREIGN LANGUAGE FOR STUDENTS OF NON-LINGUISTIC FACULTIES**

**Abstract.** In teaching a foreign language to students of non-linguistic faculties, at each stage of the process a motivated answer to the question «for what purpose is this or that being studied» is a necessary phenomenon, which in turn creates additional motivation and prepares students for the situation of professionally oriented communication with representatives of the target culture within the framework of the topic specified by the special direction. The activation of the communicative and cognitive activity of a student at a non-linguistic university can be facilitated, for example, by material on the latest devices and technologies in the field of their professional activity, the development and design of various software and Internet communication technologies, etc. Due attention should be paid to involuntary memorization, which creates favorable conditions for learning a foreign language, helping to retain the material in memory, not because it needs to be remembered, but because it is impossible not to remember it, thanks to the student's interest in the content of the task. Mastery of the acquired language material will be productive in the case of the purposeful development of the student's thinking in a foreign language. Due to the fact that thinking is mainly accompanied by linguistic conjecture, it is necessary that speech be characterized by novelty and originality both in content and in lexico-grammatical design. Let us note that the easier the process of thinking in a foreign language is, the more rational the use of scientific and technical information. In this article the author presents the following typology of difficulties in teaching foreign languages to students of non-linguistic faculties: linguistic, didactic, motivational, sociocultural, age, conditional and the ways to overcome them. As a result, students' motivation to learn the language and self-esteem increase, their intellectual capabilities are revealed, the quality of completing educational tasks improves, and in general, the acquisition of a foreign language becomes more effective.

**Keywords:** a student of non-linguistic faculty; typology of difficulties; motivation; professional communication; intercultural competence; linguistic conjecture.

## 1. INTRODUCTION

The university subject «Foreign Language» has turned from an educational subject into a basic element of the modern education system, into a means of achieving professional personal fulfillment, especially for a graduate of a non-philological university. The state educational standard of higher professional education requires taking into account professional specifics when teaching a foreign language, its focus on the implementation of the tasks of future professional activity of graduates. However, language teaching, taking into consideration professional orientation, still remains unsatisfactory, and the level of professional foreign language competence of graduates is low, not meeting modern requirements of society and the labor market, as evidenced by the results of studies of the state of foreign language teaching in non-linguistic universities, data from production, an acute shortage of specialists who possess a certain register of foreign language knowledge necessary for professional communication. This is explained by the fact that when teaching students of non-linguistic faculties a foreign language, the presence of difficulties that arise during their educational activities in foreign language classes is practically not taken into account.

**Research overview.** The works of scientists from various fields of science are devoted to the study of various aspects of teaching a foreign language: psychology (G. Andreeva, N. Leonov, A. Leontyev, S. Greenwood, etc.), pedagogy (V. Bepalko, Y. Babansky, B. Lapidus, V. Slastenin, M. Vachevskyi, etc.), linguadidactics (I. Bim, D. Galskova, R. Milrud, etc.). The organization of foreign language teaching in higher education is devoted to the work of outstanding methodologists - B. Lapidus, S. Folomkina, D. Elkonin and others.

In psychology and methods of teaching students, the problem of difficulties in educational activities is highlighted in the works of B. Ananyeva, A. Levashova, M. Porto, W. Rivers.

## 2. AIM AND TASKS

**Purpose** of our study is to highlight the difficulties that impede the successful implementation of educational activities in foreign language classes based on the results of psychological-physiological, socio-pedagogical and linguadidactic research into the characteristics of student learning.

The main **task** is to identify a typology of difficulties that arise when learning English and leading to errors in the process of teaching various types of speech activity to students of non-linguistic faculties.

## 3. RESEARCH FINDINGS

The phenomenon of difficulties in understanding, interpreting a statement (text) and its generation in dialogues and public communication was discussed in the rhetoric of the ancient world. Since the middle of the 20th century, this problem has been studied as an object of social research in the context of communication and information theories, social psychological theory and cognitive psychology (D. Katz, E. Klimov, G. Lasswell, L. Lee and etc.). In pedagogical activity, difficulties in the process of interaction between a teacher and a

student and between students within a group are studied quite intensively in order to determine the factors influencing them and their causes.

Under the «difficulty», «barrier» of activity, we, following S. Greenwood, understand subjective formation, the subject's experience of some complexity, unusualness, and inconsistency of the situation [3, p. 54]. Difficulty in communication (activity) is a subjectively experienced state of «failure» by a person in the implementation of predicted (planned) communication, his actions, misunderstanding of the text (message), misunderstanding of his partner, changes in the communicative situation, his own psychological state, etc. Difficulties are revealed in the form of a stop, a break in activity, communication itself, and the impossibility of overcoming them [3, p. 63].

Positive and negative functions of difficulty in the process of activity are distinguished. Some scientists note that the positive function of difficulty has two meanings: a) indicator (attracting attention); b) stimulating, mobilizing (intensification of activity when analyzing and overcoming difficulties [1; 4; 6]. At the same time, there is also a negative function of difficulty, which also has two meanings: a) restraining (in the absence of conditions for overcoming difficulties or the presence of dissatisfaction with oneself, for example, low self-esteem) and b) destructive (difficulties lead to stoppage, disintegration activities). Student errors are significant in three aspects: errors show what students have already mastered and what still needs to be learned; errors indicate how the language is learned (what strategies and tactics are used in the process of mastering a foreign language); errors have informative value for the students themselves [1, p. 9]. One of the important reasons for difficulties in learning a foreign language is a problem of a psychological nature: students' fear of making a mistake, which adversely affects the design of speech, its fluency and the content of the statement. The professionalism and skill of the teacher should tell him the right approach to working on errors, the path to their prediction and prevention.

In the course of scientific and experimental work, based on the analysis of psychological, pedagogical and methodological literature, we identified the following typology of difficulties: linguistic, didactic, motivational, sociocultural, age. In turn, we divide them into objective (that which is opposed to the subject - the student) and subjective (that which is characteristic of the subject - the student or produced from his activity) (Table 1). We also identified a group of difficulties associated with the objective conditions of teaching students a foreign language and called them conditional. We consider the following to be the main conditional difficulties: insufficient number of hours in the program of a non-linguistic university; insufficient level of development of foreign language communicative competence among students; lack of a real language environment; students' workload with other professionally applied subjects.

*Table 1*

***The typology of difficulties***

<b>Objective difficulties</b>	<b>Subjective difficulties</b>
Didactic Conditional	Linguistic Motivational Sociocultural Age

Let's take a closer look at each type of difficulty. **Conditional difficulties** are difficulties associated with the pedagogical conditions of learning a foreign language, namely:

1. The limited number of hours allocated to studying a foreign language does not contribute to the successful mastery of oral foreign language. Practice shows that students of some specialties at non-linguistic universities study a foreign language only once a week. This is completely insufficient for developing skills in all types of foreign language activities: reading, writing, speaking. Insufficient language training of students in the group, as well as their high workload with other subjects, which does not allow them to devote enough time to learning a foreign language, may be the reasons for the low level of oral proficiency.

2. Lack of a real language environment. Preparation for intercultural communication is carried out in the artificial conditions of a university classroom (limited to a lesson). Of course, the teacher uses audio and video materials with recordings of the speech of native speakers, and students hear foreign language speech in class, but they communicate with their classmates, with neighbors on the student bench who belong to the same culture, i.e. teaching intercultural communication is implemented in a monocultural environment. It should also be added that university teachers are also not carriers of the culture of the country of the languages they teach.

**Didactic difficulties.** We included the following among the difficulties of a didactic nature: dominance in teaching one type of speech activity over others; highlighting the requirements for lexical and grammatical formatting of speech as the main criterion; inconsistency of the teaching method with the individual characteristics and needs of students. Modern practice of teaching foreign languages shows that in current conditions more attention is paid to teaching oral speech, compared to other types of foreign language speech activity. This is why very often learning to read is subject to the formation exactly these skills. In our study, we consider reading as an independent type of speech activity that develops in a future specialist the ability to extract thoughts, ideas, facts contained in the text, understand it, evaluate, and use the information received.

In order to overcome the difficulties associated with the process of understanding a foreign language text when reading, it is necessary to build training on the basis of a system of exercises that develop skills such as recognition; building hypotheses; transition from general definitions of the word given by a dictionary, to the special meaning that a word acquires in a given context; grouping words within a sentence and using the resulting groups as semantic supports.

We used the following types of supports: *contextual-compositional* (availability of context; consistency of presentation, compositional clarity; presence of title, illustrations, words-realities); *lexical* (the presence of familiar words; motivated vocabulary - words derived from previously studied; international words; converted words - known words in a new meaning); *linguistic* (grammatical information features that help to recognize a character, action, etc.); *logical-semantic* (grammatical structures that convey the relationship of belonging, place, etc.) [2, p. 20].

It is also necessary to take into consideration that, according to their individual characteristics, students learning a foreign language are of two main types [7, p. 110]. People of the so-called communicative type «enter into communication» easily, they have developed

auditory memory; once in a foreign language environment, they very quickly grasp by ear the basic stereotypes of verbal communication, and can even learn to speak a language without special training. People of the non-communicative type must necessarily understand the language system; their visual memory predominates - they need to see a foreign text, and only after this work can they speak this language - their communication barrier is high and difficult to overcome. Thus, overcoming difficulties associated with the individual characteristics and needs of students, requires development of variable learning situations and selection of teaching methods that create conditions for the optimal development of cognitive independence of the future specialist.

**Linguistic difficulties.** We included among linguistic difficulties those that are caused by the low level of linguistic competence of students and the immaturity of the self-control mechanism. By linguistic competence we understood the mastery of linguistic means, processes of generation and text recognition. We attributed the interference of the native language and the low level of development of students' self-control to the reasons causing linguistic difficulties.

In the process of learning a foreign language, considering typological differences in the systems of the native and foreign languages is of great importance for predicting difficulties, preventing and overcoming typical mistakes for students. Moreover, timely familiarization with typological differences in the systems of contacting languages can remove linguistic difficulties, warn or help get rid of some errors. We must, following S. Thornbury, admit that «the students' native language participates in our foreign language lessons, no matter how much we want to expel it. And therefore we must turn it from an enemy into a friend. How to do this? Probably, a spontaneous (voluntary or involuntary) process is necessary to make comparisons more manageable» [8, p. 11]. Interference is understood as a process of conflict interaction of speech mechanisms caused by objective differences, externally manifested in the speech of a bilingual in deviations from patterns of one language under the influence of the negative impact of another or due to intra-linguistic influences of a similar nature [8, p. 27]. A typical example of interference in the Ukrainian language is the use of interrogative-negative sentences instead of interrogative ones due to the interference of the Ukrainian language: «You don't know?» «Don't you know?» instead of «Do you know?», «Could you...?», «Couldn't you...?» instead of «Could you...?» etc. In the above examples, the Ukrainian negation «not» should not be automatically transferred into English, where the interrogative negative form expresses surprise, doubt, bewilderment and corresponds to the Ukrainian «really / isn't ... not».

A sense of language helps students avoid shifting styles - the use of phrases characteristic of colloquial speech (for example, you see) in reports, essays and, conversely, the tendency to use «book» phrases in colloquial speech (for example: to my mind instead of I think; to present somebody with something instead of to give somebody something (as a present); to make up one's mind instead of to decide, etc.). Focusing the teacher's attention on the students' speech style is the key to success in teaching a foreign language, and developing a sense of language through modeling speech situations and using already learned language models is one of the ways to relieve the difficulties of interference of the native language.

**Axiological difficulties** The activity of learning is a subjective category; the subject must have the motivation and need to learn a foreign language, which determine the success of this activity. The lack of interest in a foreign language in general and the communicative and cognitive need to read foreign language literature in the specialty explain the emergence of many difficulties that hinder the achievement of set goals. Motivation is a multi-level system of incentives, a set of motivational motives that activate and direct human activity.

In order to contribute to the development of students' needs and value attitudes towards the process of cognition during professionally oriented training, the texts we use must meet the following requirements: meet the professional needs of future specialists; have novelty and practical significance of the information contained in them, i.e. educational value; have accessibility, consistency and logic of presentation; rely on terms and concepts of professionally significant disciplines.

So, for students, the most interesting and stimulating texts for their educational activities will be texts with professional topics, having cognitive value, containing problematic situations, encouraging reflection - cognitive motivation.

The experience of professionally oriented foreign language teaching has shown that overcoming axiological difficulties is possible when creating teaching aids designed not only for mastering mandatory vocabulary and grammatical structures, but also for isolating and ensuring the value aspect of cognition. Moreover, interest in such teaching aids is extremely selective. Students want to know the linguistic material that they are professionally interested in and need. The next condition is organizing such an educational process, during which students can realize their need for knowledge to the greatest extent and apply existing knowledge in various types of tasks from reproductive exercises to research work. And the last one is when intensifying the learning process and assimilation of knowledge through the use of active teaching methods and value-oriented teaching technology [9, p. 39].

**Sociocultural difficulties.** These are difficulties associated with differences in the sociocultural perception of the world by Ukrainian students learning a foreign language. Mastering a foreign language without familiarizing yourself with the culture of the country, with the mentality of people who speak this language, etc. cannot be complete. You should be able to put yourself in the place of an English-speaking interlocutor, understand the logic of his behavior, know and understand although would be the minimum of what surrounds him in everyday, social and professional life. The presence of coinciding background knowledge of a universal or regional nature allows participants in communication to understand each other, but only the possession of regional background knowledge allows them to achieve complete mutual understanding. In a few hours of lessons, you will not be able to teach students everything that a native speaker acquires in his life, but a few selected situations and facts can significantly improve mutual understanding. It should be noted that cultures far from each other will have fewer points of contact, and the amount of background knowledge will be significantly greater than with related cultures.

Thus, in mastering a foreign language, the most obvious difficulties arise at the level of sociocultural background knowledge, the absence or deficiency of which leads to difficulty in carrying out speech activity in a given sociocultural context. This shows up: a) in inadequate interpretation of national-cultural, ethnic and social-stratification information; b) in the

incorrect use of linguistically, culturally and socioculturally marked vocabulary [3, p. 15]. Consequently, in order to overcome the difficulties caused by sociocultural differences, it is necessary that linguistic and regional studies texts include both functional regional information (a reflection of the life of our country and the countries of the language being studied) and background information (information about the norms and traditions of communication in a given language, the realities of everyday life). At the same time, texts must have functional information as their content, namely, the subject of educational, professional, cultural and everyday communication, and background information as a commentary information, i.e. information about the norms and traditions of communication, the realities of the country of the language being studied.

**Age difficulties.** These are the obstacles and barriers in learning a foreign language that arise due to the psycho-physiological characteristics of representatives of this age group. Based on the characteristics of the student age period, the learning process should be based not on mechanical memorization of material, but on logically organized mnemonic activity. The effectiveness of memorization depends on how the task is set, how the memorized material is organized, and the extent to which the student has mastered the methods of memorization and recall.

When teaching a foreign language, one must take into account that an essential feature of memory development is its «specialization», which is determined, first of all, by human activity, and not by age. This is the so-called professional memory, the successful development of which is facilitated by contextual learning and organization of text material based on an integrative approach to the implementation of interdisciplinary connections of a foreign language with other subjects.

It is known that the nature of self-esteem and its relationship to the assessment of others seriously influence the formation of personality as a whole. Since in a non-linguistic university one of the main goals is to teach how to read original literature in the specialty, we must help students develop correct and objective criteria for assessing their results, as well as a correct understanding of how complex a system language is, what a significant amount of knowledge and skills and skills required to master it, how significant a foreign language is for future professional activity [1, p. 93].

Table 2

***Classification of difficulties in learning a foreign language among students of non-linguistic faculties and ways to overcome them***

<b>Type of difficulty</b>	<b>Characteristics</b>	<b>Ways to overcome</b>
Conditioning	–Insufficient number of hours in the curriculum; –Insufficient level of students’ communicative competence skills; -- Lack of real language environment	The use of preparatory exercises to facilitate the performance of speech tasks, taking into account the principles and rules of the corrective-preparatory aspect of the methodology.

Linguistic	<ul style="list-style-type: none"> <li>– Low level of development of linguistic skills;</li> <li>– Interference of the native language;</li> <li>– Lack of sense of language;</li> <li>-- Low level of self-control.</li> </ul>	<ul style="list-style-type: none"> <li>– A system of exercises aimed at developing linguistic skills and a sense of language;</li> <li>-- Formation of self-control skills;</li> <li>-use of visual aids.</li> </ul>
Didactic	<ul style="list-style-type: none"> <li>– Dominance in teaching one type of speech activity over others;</li> <li>-- Inconsistency of the teaching method with individual characteristics and needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Simultaneous development of all types of speech activity;</li> <li>– Organization of rational activities to find guidelines for understanding a foreign language text;</li> <li>-- Choosing a teaching method in accordance with the individual characteristics and needs of students.</li> </ul>
Axiological	<ul style="list-style-type: none"> <li>Absence or low level of interests, motivation to learn a foreign language and orientation towards knowledge as a value.</li> </ul>	<ul style="list-style-type: none"> <li>– Intensification of the process of teaching a foreign language;</li> <li>– Application of value-oriented teaching technologies;</li> <li>– Stimulation of creative work;</li> <li>-- Contextual learning.</li> </ul>
Sociocultural	<ul style="list-style-type: none"> <li>Lack of sociocultural background knowledge, leading to the inability to carry out speech activity in a given sociocultural context.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion in text information of both functional and background regional and professionally oriented information.</li> </ul>
Age	<ul style="list-style-type: none"> <li>– Low level of self-esteem;</li> <li>– Disbelief in the possibility of mastering a foreign language;</li> <li>– Fear of making a mistake;</li> <li>– Lack of extralinguistic knowledge;</li> <li>-- Limited experience.</li> </ul>	<ul style="list-style-type: none"> <li>– Knowledge of the psychological and age characteristics of students;</li> <li>– Knowledge of the psychological laws of the process of mastering material;</li> <li>– Formation a system of educational skills for adequate self-esteem;</li> <li>-- Creating psychological comfort in classes to remove the fear of making a mistake.</li> </ul>

It seems to us that taking into account self-esteem when organizing educational activities is also important for the reason that it gives students a feeling of satisfaction with their activities. Loss of interest in success can cause a decrease in student activity. Self-esteem also plays a significant role in the formation of a value-based attitude towards learning a foreign language. Difficulties that arise in the process of learning a foreign language and ways to overcome them are presented in Table 2.

Thus, knowledge of the age and psychological characteristics of a student and taking them into account in teaching a foreign language contributes not only to a more effective organization of the educational process, but also to the formation of the personality of a future specialist, his value attitude towards a foreign language, and professionally significant knowledge.

#### 4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Linguistic difficulty is a subjective category; its appearance depends on the individual knowledge and skills of students. Therefore, when predicting the difficulties that students might encounter, we based on our experience and observations and the ability to decompose a speech or language unit into actions and its components, thereby facilitating the students' learning of the material. In this regard, it is necessary to conduct thorough training in the analogy of each of the actions. When students complete tasks, the teacher receives information about the quality of the actions performed and, on their basis, determines what correction is necessary in the performance of certain speech actions (training of individual actions, the sample as a whole, etc.).

The classification of difficulties that students of non-linguistic faculties experience when studying a foreign language is based on identifying the psychological, pedagogical and linguadidactic characteristics of students. Difficulties are obstacles that do not allow a student to effectively master skills and abilities, i.e. carry out educational tasks with high results systematically. The emergence of difficulties is a natural phenomenon when teaching foreign languages to students of non-linguistic faculties. So, implementation of the corrective preparatory aspect (CPA) of the methodology in teaching a foreign language makes our further step in the research to overcome learning difficulties.

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## ТИПОЛОГІЯ ТРУДНОЩІВ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ ДЛЯ СТУДЕНТІВ НЕЛІНГВІСТИЧНИХ ФАКУЛЬТЕТІВ

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**Анотація.** У навчанні іноземної мови студентів нелінгвістичних факультетів на кожному етапі процесу необхідним явищем є мотивована відповідь на запитання «з якою метою вивчається те чи інше», що, у свою чергу, створює додаткову мотивацію та готує студентів для ситуації професійно орієнтованого спілкування з представниками цільової культури в рамках теми, визначеної спецнапрямом. Активізації комунікативної та пізнавальної діяльності студента нелінгвістичного університету може сприяти, наприклад, матеріал про новітні пристрої та технології у сфері професійної діяльності, розробка та проектування різноманітного програмного забезпечення та Інтернет-комунікації, технології та ін. Належну увагу слід приділяти мимовільному запам'ятовуванню, яке створює сприятливі умови для вивчення іноземної мови, сприяє утриманню матеріалу в пам'яті не тому, що його потрібно запам'ятати, а тому, що його неможливо не запам'ятати, завдяки зацікавленості учнем змістом завдання. Оволодіння набутим мовним матеріалом буде продуктивним у разі цілеспрямованого розвитку іншомовного мислення студента. У зв'язку з тим, що мислення переважно супроводжується мовним домислом, необхідно, щоб мовлення характеризувалося новизною й оригінальністю як за змістом, так і за лексико-граматичним оформленням. Зауважимо, що чим легше відбувається процес мислення іноземною мовою, тим раціональніше використання науково-технічної інформації. У даній статті автором представлена наступна типологія труднощів у навчанні іноземних мов студентів нелінгвістичних факультетів: лінгвістичні, дидактичні, мотиваційні, соціокультурні, вікові зумовленості та шляхи їх подолання. У результаті підвищується мотивація та самооцінка студентів до вивчення мови, розкриваються їхні інтелектуальні можливості, покращується якість виконання навчальних завдань, загалом засвоєння іноземної мови стає ефективнішим.

**Ключові слова:** студент нелінгвістичного факультету; типологія труднощів; мотивація; професійне спілкування; міжкультурна компетентність; лінгвістична здогадка.

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## РОЗВИТОК КРИТИЧНОГО ТА ТВОРЧОГО МИСЛЕННЯ СТУДЕНТІВ В ІННОВАЦІЙНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ

**Анотація.** У статті розглянуто особливості формування та розвитку критичного мислення та творчих здібностей студентів в інноваційному освітньому середовищі. У статті досліджено також процес розвитку критичного та творчого мислення студентів в інноваційному освітньому середовищі; також розкрито значення поняття критичного мислення: філософського підходу, що дає змогу зосередити увагу на критичному мисленні як на методології раціонального. Дослідження зосереджується на вивченні методів, стратегій та інструментів, що сприяють формуванню цих важливих когнітивних навичок у студентів. В освітньому процесі, орієнтованому на інновації, акцент зроблено на розвитку критичного мислення, яке допомагає студентам аналізувати,