

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ
І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ



Матеріали Міжнародної науково-практичної конференції

**ПРОДОВОЛЬЧА ТА ЕКОЛОГІЧНА БЕЗПЕКА
В УМОВАХ ВІЙНИ ТА ПОВОЄННОЇ ВІДБУДОВИ:
ВИКЛИКИ ДЛЯ УКРАЇНИ ТА СВІТУ**

*присвяченої 125-річчю Національного університету
біоресурсів і природокористування України*

**Секція 4. Якість освіти та гуманітарна наука в умовах війни
та глобальних викликів**

**25 травня 2023 року
Київ, Україна**

Організатор конференції:

Національний університет біоресурсів і
природокористування України

Продовольча та екологічна безпека в умовах війни та повоєнної відбудови: виклики для України та світу: мат. Міжн. наук.-практ. конф., секція 4: Якість освіти та гуманітарна наука в умовах війни та глобальних викликів (м. Київ, 25 трав. 2023 р.). Київ, 2023. С. 358.

Матеріали конференції подано в авторській редакції.

У збірнику подано результати обговорення актуальних проблем, перспектив і шляхів забезпечення продовольчої та екологічної безпеки в умовах війни, плану відновлення України, сталого розвитку світу в контексті глобальних і регіональних викликів, трансформації суспільства та формування нової парадигми розвитку.

Редакційна колегія:

Ніколаєнко С. М. (відповідальний редактор), Кваша С. М., Кондратюк В. М., Ткачук В. А., Шинкарук В. Д., Барановська О. Д., Баль-Прилипка Л. В., Братішко В. В., Глазунова О. Г., Гриценко І. С., Діброва А. Д., Євсюков Т. О., Каплун В. В., Коломієць Ю. В., Кононенко Р. В., Васишин Р. Д., Мельник В. І., Остапчук А. Д., Отченашко В. В., Рудик Я. М., Ружило З. В., Савицька І. М., Тонха О. Л., Цвіліховський М. І., Яра О. С.

Матеріали Міжнародної науково-практичної конференції

**ПРОДОВОЛЬЧА ТА ЕКОЛОГІЧНА БЕЗПЕКА В УМОВАХ ВІЙНИ ТА ПОВОЄННОЇ
ВІДБУДОВИ: ВИКЛИКИ ДЛЯ УКРАЇНИ ТА СВІТУ**

*присвяченої 125-річчю Національного університету біоресурсів
і природокористування України*

Секція 4. Якість освіти та гуманітарна наука в умовах війни та глобальних викликів

Відповідальний за випуск: **Отченашко В. В.**

© НУБіП України, 2023.

**DIGITALIZATION OF THE EDUCATIONAL SPACE
IN THE ENGLISH LEARNING**

*Svitlana B. KHRYSYTIUK, Associate Professor of the Department of English Philology
(s.khrystiuk@nubip.edu.ua)*

National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine

Globalization and Ukraine's integration into the European educational space, social digitalization and other rapid changes taking place in the Ukrainian society require a significant educational revision and call for certain transformations in higher education. The key point behind the higher education modernization is that the effectiveness of learning in higher education institutions can be improved through the design and implementation of the latest digital educational technologies. One of the priority areas of education reform under the State National Program

“Education. Ukraine of the XXI Century” is “achieving a qualitatively new level in learning foreign languages.” Learning a foreign language at different stages is of particular importance in the context of personal development, globalization, and the need for professionals to be proficient in at least one foreign language. Therefore, Ukraine’s educational system is facing the need to find effective methods of teaching a foreign language, as well as to update the content and methods of applying innovative approaches to teaching a professional foreign language, especially English.

The term “digitalization” became the word of 2019 according to the Myslovo dictionary and is a development trend mandatory for most organizations. It helps to strengthen ties between the administration, lecturers, and students, and contributes to better use of available resources. However, the process is sometimes a challenge in itself, as it not only involves the implementation of technological solutions, but also requires users and organizations to change their mindset. Digitalization provides increased efficiency of administrative processes; integration of conventional and digitized record systems for faster retrieval; improving accessibility and facilitating better information exchange with colleagues around the world; faster response to comments and suggestions from students; reducing costs and contributing to environmental protection; the ability to use accurate analytics in a timely manner; assistance in staff flexibility; ensuring the continuity of the educational process even in cases of emergency (lack of funds for heating buildings, quarantine, etc.).

Ukraine’s informatization strategy is formed taking into account long-term state priorities of socio-economic, scientific, technical, national and cultural development and world achievements, aimed at solving the most important social problems and creating conditions for Ukraine’s integration into the global information space; it also requires the introduction of scientifically sound techniques and methods of using information and communication technologies in the professionally-oriented activities of teaching staff. The new Law of Ukraine “On Education” was passed, transition to 12-year model of learning was initiated, New Ukrainian School was born, Global Teacher Prize Ukraine was held for the first time, the Law of Ukraine “On Inclusive Education” was adopted (2017); Ukraine participated in PISA for the first time (2018); the start of voluntary EIE (external independent evaluation) for teachers (2019); distance learning (2020); blended learning (2021). Over the years of independent Ukraine, each generation of undergraduate and graduate students has experienced significant educational transformations that have had to change both teaching and learning contents.

Digital learning technologies (macro or micro, blended or flipped, visual or auditory) are those that support the digitalization of the learning experience, and facilitate a move online. Learning technologies, by definition, encompass any communication, information and technological tools that facilitate improved teaching, development and assessment. They have some cons (going digital aids inclusive learning; improved learning experience; digital learning is sustainable) and pros (lack of social contact; it is invasive; digital learning demands other skills). Moves from content-centred curricula to competency-based curricula are associated with moves away from teacher-centred forms of delivery to student-centred forms. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning. In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process [2].

Computer hardwares (such as interactive whiteboards and in-classroom tablets), softwares (spanning streaming through to gamification), and educational theories and practices (including lifelong or nano-learning), and advancements in learning technologies continue to transform our educational landscape. New ICT (cloud computing, computer testing, e-textbooks, PowerPoint presentations, interactive whiteboard, multimedia projector, teacher’s computer, webcam, data transmission system, adapter, consoles, wireless microphone systems, interactive wireless tablet, Internet data-resources, online dictionaries, Zoom, Google Classroom, Microsoft Teams, Cisco Webex platforms, etc.) make it possible to intensify and enhance both teaching and learning

processes, the quality and accessibility of education, learning environment, learning motivation, the scholastic performance, to increase the speed of perception, understanding, and the huge knowledge depth [1].

Thus, the ICTs development within education (mobile learning and apps (podcasts, e-learning), gamification, virtual classrooms (learning management system Moodle, platforms Padler, Jamboard, Flipgrid, a video learning solution from Microsoft), artificial intelligence (Altitude learning, personal digital assistant Merlyn, Smart Eye software), lifelong, immersive, nano-leaning technologies) will have a strong impact on what is learned; how it is learned; when and where learning takes place; who is learning and who is teaching.

REFERENCES

1. Ron, O. (2002). The role of ICT in higher education for the 21st century: ICT as a change agent for education. Retrieved from: <https://www.researchgate.net/publication/228920282>
2. What are digital learning technologies? Retrieved from: <https://online.glyndwr.ac.uk/what-are-digital-learning-technologies/>