

використовуються у навчанні викладачами, вчителями та органами управління. Вона може включати в себе вивчення конкретних уявлень або підходів дослідників та політиків у галузі освіти, які часто стосуються сучасних дискурсів та припущень щодо інновацій та практики в навчанні та вихованні, відтак розглядаючи професію вчителя у широких філософських та соціокультурних контекстах [1].

Як академічна галузь філософія освіти включає «філософське вивчення освіти та її проблем ...її центральним предметом є освіта, а її методи є філософією» [2, С. 45]. «Філософія освіти може бути або філософією процесу навчання, або філософією освітньої дисципліни, тобто вона може бути частиною дисципліни, а також пов'язаною з цілями, формами, методами або результатами процесу навчання чи навчання, або вона може бути метадисциплінарною в сенсі зацікавлення поняттями, цілями та методами дисципліни» [3, С.26].

Одночасно вона є як частиною освітньої галузі, так і сферою прикладної філософії, виходячи з областей метафізики, гносеології, аксіології та філософських підходів (спекулятивний, рефлексивний чи аналітичний) для вирішення питань педагогіки та освіти, освітньої політики, і навчального плану, а також процесу навчання.

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USE OF DIGITAL TECHNOLOGIES IN THE PROCESS OF UKRAINIAN LANGUAGE TEACHING IN THE NEW UKRAINIAN SCHOOL

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Гнатюка

An actual vector of the professional development of a modern teacher is the mastering of innovations related to the implementation of the “New Ukrainian

School” reform, namely: the creation of a favorable educational environment, the introduction of the competency paradigm, the implementation of an activity approach, digitalization of education.

The problem of using digital technologies (that were often called information and communication technologies until recently) in the educational process was studied by foreign (P. J. Clements, T. Oppenheimer, S. Papert, R. Hoffman) and Ukrainian scientists (V. Bykov, M. Boyko, O. Bondarenko), V. Vember, H. Genseruk, M. Gladun, V. Zabolotny, A. Kolomiets, O. Kravchuk, N. Morse, O. Mishchenko, O. Pinchuk, L. Ponomarenko, etc.). Their works present various aspects of digital didactics, algorithms and models of the use of digital technologies in educational institutions of various levels.

We believe that the correlation of digital technologies and literary phenomena is a complex educational and methodological problem that requires a thorough linguistic and didactic study. Therefore, our research interest is focused on the problem of rational, productive and organic use of digital technologies in Ukrainian language lessons in the concept of the New Ukrainian School.

Undoubtedly, the expansion and renewal of the system of language teaching methods takes place due to the use of digital technologies. It is important to take into account a number of approaches: system approach, competence approach, activity approach, linguacultural approach, resource approach, etc.

Education with the use of digital technologies is a computer-oriented component of pedagogical technology in the content of education and the methods of its application. This methodology involves the use of computer learning tools, communication networks to solve didactic tasks or their fragments [1, p. 141]. It is not only about finding and using information for educational purposes, using platforms, applications, programs, technologies, etc., but also about organizing a safe virtual environment, creating products using digital technologies, and solving educational problems.

The concept of the New Ukrainian School (NUS) states that the critical application of digital technologies for creating, searching, processing, exchanging information at work, in public space, and in private communication is an important component of forming the learner's information and digital competence [2, p. 11].

The use of digital methods and technologies (computer games, simulations, electronic student portfolios, multimedia presentations, online tests, etc.) within the framework of language education helps ensure an up-to-date level of organization of the educational process. This increases learners' cognitive interest, has a positive effect on stimulation and encouragement.

Therefore, the use of digital technologies in Ukrainian language lessons contributes to fostering personal success in learning, the needs of independent educational and cognitive activity, linguistic self-expression, and provides support for positive motivation for the lessons of native language. Digital technologies enrich the system of teaching methods, make it possible to expand the information space for educational activities. They effectively influence on the motivational sphere of students, increase their interest in learning the language picture of Ukrainians, and

ensure the creation of an innovative environment for the development of creative potential.

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**DEVELOPMENT OF INTERCULTURAL COMMUNICATION BY
MEANS OF CONTENT-LANGUAGE INTEGRATED LEARNING IN
FUTURE JOURNALISTS**

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Content-language integrated learning (CLIL) is considered to be the resourceful method of foreign language education relatively promotion of effective plurilingualism across wide sectors of society within a reasonable span of time. The main trends in the European intercultural multilingual language policy respond to the growing need to develop competence in the future specialty, in particular, journalism, not only in the native language but also in a foreign language. The ability to switch between two or more languages in a professional communication is argued by M. Pérez Cañado [6] to have many advantages for a future specialist, especially in the field of journalism, it is taken as a norm in the modern bilingual Europe and meets the objectives of integrated language learning.

The aspect of intercultural communication is provided in the structure of the basic 4Cs Framework by D. Coyle [1], who equally values it with the other principles of CLIL: Communication, Cultures, Content and Cognition.

Therefore, language learning, based on communication and culture, is integrated with subject learning, that is carried out on the basis of content and cognition.

The emphasis on tolerance in intercultural communication in accordance with the principles of D. Coyle is realized due to the involvement of socio-cultural strategies in teaching [2].

These aspects contribute to the enhancing of content-language education at universities [5], and, additionally, they play an important role in the training of future journalists.

For example, the idea of the concept of “5 Dimensions of CLIL” by Maljers et al. [4:65] combines the influence of culture, environment, language, content and learning itself in the methodology of content-language integrated learning. The