

Це, зі свого боку, відкриває нові можливості для інтеграції змішаного та дистанційного навчання, що дозволяє зробити процес викладання англійської мови більш доступним та ефективним.

Література:

1. Проценко У. М., Базиляк Н. О., Вдовіна О. О. Використання цифрових технологій у викладанні англійської мови. *Вісник науки та освіти*. 2024. № 5(23). С. 459–473.
2. Фридрих І. І. Методика викладання англійської мови в умовах дистанційного навчання. *Академічні візії*. 2023. № 16. URL: <https://academy-vision.org/index.php/av/article/view/226>
3. Стойка О. Я. Імерсивні технології в навчанні англійської мови: нові підходи до викладання. *The 9th International scientific and practical conference "Perspectives of contemporary science: theory and practice"* (October 14–16, 2024) SPC "Sci-conf.com.ua", Lviv, Ukraine. 2024. С. 638–641.

DOI <https://doi.org/10.30525/978-9934-26-548-8-40>

PROSPECTS OF IMPLEMENTING MICRO-CREDENTIALS IN THE SYSTEM OF UKRAINIAN PHILOLOGICAL EDUCATION

ПЕРСПЕКТИВИ ЗАПРОВАДЖЕННЯ МІКРО-КОМПЕТЕНЦІЙ У СИСТЕМІ ФІЛОЛОГІЧНОЇ ОСВІТИ В УКРАЇНІ

Opryshko N. O.

*Candidate of Philological Sciences,
Associate Professor at the Language
Training Department
Kharkiv National Automobile and
Highway University
Kharkiv, Ukraine*

Опришко Н. О.

*кандидат філологічних наук,
доцент кафедри мовної підготовки
Харківський національний
автомобільно-дорожній університет
м. Харків, Україна*

The introduction by the UN General Assembly of a 15-year plan «Transforming our world: the 2030 Agenda for Sustainable Development» has led to the need of transformation and reforming a number of aspects in our life, and education is one of the most important spheres prone for change. The importance of education is proved by the fact that in the full list of 17 Global Goals (also known as Sustainable Development Goals) Quality Education occupies the forth place. Even the educational systems of highly

advanced countries require a certain level of reforming. Special attention is paid to the concept of life-long learning which allows to «enhance social inclusion, active citizenship and individual development, but also increases competitiveness and employability» [1, p. 103]. So, in response to a new challenge in 2022 the Council of the European Union adopted a «Recommendation on a European approach to micro-credentials». This document supports the development, implementation and recognition of micro-credentials across institutions, businesses, sectors and borders as a means to achieve lifelong learning and employability.

The idea behind the concept of a micro-credential is a chance to ensure that every citizen regardless of their age, occupation and previous employment history, is able to get knowledge, skills and competences vital for their future, both personal and professional. Basically, a micro-credential is a certified short-term learning course which offers a flexible method to improve existing qualifications in a certain direction or get a totally new set of knowledge and skills. They «make possible the targeted, flexible acquisition of knowledge, skills and competences to meet new and emerging needs in society and the labour market and make it possible for individuals to fill the skill gaps they need to succeed in a fast-changing environment, while not replacing traditional qualifications» [2].

In Ukraine, micro-credentials have not acquired legal status yet though the idea of a micro qualification is acceptable to a certain extent when it comes to informal education. But in the process of integrating Ukrainian Higher Educational Institutions into the European educational system their implementation is essential for the future of Ukrainian science and research. By the former we mean that in the ever changing modern world, renewing and improving the set of one's work-related skills in order to satisfy the needs of potential employers.

In this regard, mention should be made of the philologists-in-training – both students at the Philological Faculties of Ukrainian HEIs and adult practitioners with working experience in teaching at any educational institutions, e.g. during their CPD (Continuous Professional Development). If the goal of the development is too different from the teacher's qualifications (for instance, teaching languages, literatures and other philological disciplines), a mere CPD once in five years might not be enough. Such challenges include training in cyber security measures, implementation of AI-based technologies in the language/literature teaching, media literacy etc. That is where a concept of micro-credentials comes handy allowing a philology specialist to master skills, significantly different from those adopted in the process of studying. Typically, learning which is carried out with the help of a micro-credential course lasts shorter than traditional qualifications, ranging from a few months to a year or so. It gives

wider opportunities to those who are already employed and provides a chance for inclusive education needed by disadvantaged and vulnerable groups of learners.

However, to implement such a type of getting skills and knowledge common standards are necessary to ensure «quality, transparency, cross-border comparability, recognition and portability» [2]. European Council's Recommendations were created to regulate the use of micro credentials in the European educational system. To introduce a similar approach and make the micro credentials legal in Ukraine, the Government has to think through the ways to legalise the concept. It can become possible if first they outline both mandatory and optional elements of the course, certifying not only its quality and transparency but also relevance, valid assessment, recognition by various institutions and a sufficient list of learning pathways. The educational information, obtained in the process of learning, is to be flexible (applicable to many students with different needs), portable (fully digitised), targeted (focused on certain groups of learners), authentic (containing enough information to identify the learner as well as the institution issuing the micro-credential). Just like it is customary in the EU countries, the data and consulting materials related to micro-credentials must be integrated into lifelong learning guidance services and to reach as broad a range of learner groups as possible, taking into account inclusiveness to support education, training and career choices for everybody on an equal basis.

For instance, a lot of senior philology practitioners, especially teachers at secondary schools, need appropriate skills in cyber-security literacy. This prerequisite can be easily explained by the online mode of school studies, adopted in our country due to the war crisis. With risks of cyberbullying increased and numerous russian Psychological Operations (PSYOPS) targeting teenagers on social media, it is crucial for any Ukrainian teacher to be knowledgeable in basic counter-measures. For a senior person with qualification in Philology a few tutorials about such matters are obviously not sufficient. Therefore, a need for a more adequate course arises.

The same challenges are faced when it comes to using advanced ICT, including a variety of Internet resources, web-based platforms and tools that work on the AI algorithms. In this case, the set of skills is even further from philological qualifications, especially if they are acquired before or during the first years of Ukraine's independence when the development of ITC was on much less advanced levels. A possible syllabus for a micro-credential like this would consist of not fewer than five modules (around 30 ECTS each) with mandatory topics like overview of theoretical information the newest ICT (their emergence, development, opportunities and prospects); web-sites, multimedia tools, platforms and applications which can be used at class for various purposes etc. Among optional components of the course, it is

possible to introduce basic information on AI-literacy, ethical issues regarding using online and specifically AI-based tools in secondary and/or higher education with the focus on subjects of the philological specter.

Overall, as we can see, Ukrainian education is in dire need of introducing and legalising the concept of a micro-credential, quite common and even standardised nowadays in European countries. It has become more essential at the time when Ukraine is straining to join the EU and integrate into its educational space. However, currently, such methods of learning (including the sphere of adult education) are not available in our country. It's not surprising, actually. As T. Semigina & Yu. Rashkevych state, «The issue of positioning micro qualifications in the National Qualifications System cannot be considered simple» [3, p. 49]. But at the same time, they provide undeniable opportunities for reforming, even revolutionising the approaches in life-long learning in Ukraine, leading to increase in equality and inclusion of our educational system.

Bibliography:

1. Blossfeld H. P., von Maurice J. Education as a Lifelong Process // Blossfeld, H P., Robbach, HG. (eds) Education as a Lifelong Process. Edition Z/E, vol 3. Springer VS, Wiesbaden. 2019. 189 p.
2. Council Recommendations on a European approach to micro-credentials for lifelong learning and employability (Accessed on 10.03.2025). 2022. Retrieved at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2022_243_R_0002
3. Семігіна Т., Рашкевич Ю. Мікрокваліфікації як тренд розвитку сучасної безперервної освіти. *Theory and practice of modern science*. 2022. Volume 2. P. 46–50.