
INNOVATIVE EDUCATIONAL PLATFORMS AS A NEW PARADIGM IN FOREIGN LANGUAGE TEACHING

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INTRODUCTION

The article examines the transformative impact of innovative digital educational platforms on the methodology, content and philosophy of foreign language teaching in the context of the global challenges of the 21st century. It analyses the key characteristics of these platforms, such as artificial intelligence-based adaptability, gamification of the learning process, and the use of data analytics for personalisation, which are shaping a new paradigm in education. This paradigm is focused on the formation of holistic language competences, the development of soft skills, and the preparation of individuals for life in a globalised digital society. Particular attention is paid to the changing roles of participants in the educational process: the transition of students from passive consumers of knowledge to architects of their own learning, and teachers from transmitters of information to facilitators, mentors, and analysts. The article defines the structural and functional types of platforms (MOOCs, mobile applications, communication platforms, virtual environments), analyses their didactic potential and substantiates the effectiveness of blended learning models. It outlines the challenges of integration related to technological, methodological and personnel training, as well as prospects for development, in particular the use of generative artificial intelligence, metaverses and blockchain technologies.

The relevance of the topic is due to the triple pressure of globalisation, technological and socio-economic factors. Globalisation has intensified intercultural communication, transforming foreign language proficiency from an elite skill to a vital competence. The digital transformation of society, predicted by futurologists such as Manuel Castells, has radically changed the ways in which information is created, consumed and transmitted, which inevitably affects educational processes. The growing needs of the labour market, as formulated in the Partnership for 21st Century Learning concept,

require graduates to have not only language skills, but also communication, cognitive and digital skills, as well as the ability to learn independently and work in a team.

The problem with the traditional language education system is that it is increasingly lagging behind these challenges. The standardised approach, inherited from the industrial era, is geared towards the average student and often ignores individual characteristics, learning speeds and styles. This leads to a lack of individualisation and, as a result, a decline in motivation. In addition, there is a significant gap between the real language environment and the classroom: learning often takes place in artificial classroom conditions, using adapted texts and speech patterns that do not prepare students for communication in authentic, unpredictable situations.

The aim of this article is to analyse innovative educational platforms not simply as a technical tool or a set of digital resources, but as a vehicle and catalyst for a new philosophical and pedagogical paradigm of language education. This paradigm is based on the principles of personalisation, data orientation, social constructivism and lifelong learning.

To explore the evolution of approaches to language teaching – from rigid traditional methods (Grammar-Translation, Audio-Lingual) through the communicative approach to computer-assisted (CALL) and technology-enhanced (TELL) learning – in order to identify patterns and prerequisites for the transition to a new paradigm.

Identify the key characteristics and types of modern educational platforms through the prism of their didactic functionality (adaptability, gamification, immersiveness), classify them (MOOC, MALL, communication platforms, VR/AR) and evaluate the didactic potential of each category.

Analyse the impact of platforms on the roles of teachers and students, in particular the transformation of teachers into facilitators, mentors, content curators and data analysts, and students into active, autonomous participants (self-directed learners) and architects of their own learning.

Assess the effectiveness and challenges of integrating platforms into the traditional educational process, identifying the benefits (personalisation, motivation, accessibility) and risks (digital divide, dehumanisation, content quality), and justify the effectiveness of hybrid models (blended learning, flipped classroom).

Outline future trends in the development of innovative platforms, such as the integration of generative artificial intelligence (Generative AI) for content creation, the use of metaverses for immersive social learning, the application of biometric data for deeper adaptation, and blockchain for verification of achievements.

1. The evolution of language teaching methods: from the classroom to the cloud

1.1. Overview of traditional methods: Grammar-Translation Method, Audio-Lingual Method

The history of foreign language teaching goes back a long way, but systematic methods only emerged in the 19th and 20th centuries. The first scientifically based method was the Grammar-Translation Method. Its main goal was not to develop communication skills, but rather intellectual gymnastics, reading competence, and access to literary works in their original language. Learning boiled down to the mechanical memorisation of grammar rules, vocabulary lists, and the translation of disjointed sentences, often of high complexity. Language was seen as a set of logical structures rather than a living means of communication. Students who studied using this method could have a deep knowledge of the language, but were practically unable to use it in real situations. As Ukrainian methodologist O. M. Shevchuk notes, this method created a solid foundation for a systematic understanding of linguistic structures, but led to the formation of a "language barrier" of fear of making mistakes and the inability to improvise ¹.

In response to the limitations of the grammar-translation method, in the mid-20th century, under the influence of behaviourism (B. Skinner) and structural linguistics (F. de Saussure), the Audio-Lingual Method emerged. Its philosophy was based on the formation of "language habits" through mechanical repetition and pattern drills. The key principle was "hear it, repeat it, reinforce it." Model dialogues, which were memorised, and exercises involving substituting words in template sentences were actively used. Despite clear progress in the development of listening skills and pronunciation, the method was criticised for its mechanistic nature. It ignored the creative aspect of language and the real communicative context, preparing students to reproduce pre-set models rather than to communicate freely. American linguist Noam Chomsky sharply criticised the behaviourist basis of the method, arguing that speech is a creative rather than a mechanical process ².

1.2. The communicative approach (Communicative Language Teaching) as the basis of modern language teaching

A radical shift in methodology occurred in the 1970s and 1980s with the advent of the Communicative Language Teaching (CLT) approach. Its emergence was driven by socio-economic changes in Europe, where the growth

¹ Шевчук О. М. Методика викладання іноземних мов: історія та сучасність. Київ: Ленвіт, 2018. 245 с.

² Chomsky N. A Review of B.F. Skinner's Verbal Behavior. Language. 1959. Vol. 35, No. 1. P. 26–58. DOI: <https://doi.org/10.2307/411334>

of international cooperation required practical language skills. The philosophy of CLT is that the goal of learning is not simply to know grammar, but to develop communicative competence (a term coined by Dell Hymes) ³.

This approach shifted the focus from the form of language to its function. The following principles came to the fore:

Learning through communication: Language is used to perform meaningful tasks (ordering food, discussing plans, conducting negotiations).

Authentic materials: Use of texts, audio and video recordings taken from real life, rather than specially adapted for teaching. Tolerance for mistakes: Mistakes are seen as a natural part of the learning process; the main thing is that the message is understood. Role of the teacher: The teacher ceases to be the sole source of knowledge and becomes a facilitator, an organiser of communicative situations.

British scholars such as Henry Widdowson and David Nunna became key theorists of this approach, developing its methodological foundations ^{4 5}. In Ukraine, CLT ideas have been reflected in the works of scholars such as S. Yu. Nikolaeva and N. V. Pavlichenko, who adapted communicative principles to the domestic educational context ⁶.

1.3. The emergence of Computer-Assisted Language Learning (CALL)

The emergence of personal computers in the 1980s marked the beginning of a new era – Computer-Assisted Language Learning (CALL). The first phase of CALL, often referred to as "behaviouristic CALL", largely replicated the principles of the audio-lingual method, but in a new format. The computer acted as a "tutor" that offered students gap-filling exercises, multiple-choice questions, and mechanical vocabulary acquisition. The programmes of this period were rigidly programmed, and their interaction with the learner was limited to simple "right/wrong" responses. In the 1990s, under the influence of the communicative approach, the communicative phase (communicative CALL) began. The computer became a tool for working with authentic texts, simulating real communication situations and accessing multimedia content. The first interactive CD-ROM programmes appeared, including video, audio and games. Researcher Mark Varshawer classified this stage as a transition from teaching about language to teaching with language ⁷. The third, integrative

3 Hymes D. On Communicative Competence. In: Pride J. B., Holmes J. (eds.) Sociolinguistics. Harmondsworth: Penguin, 1972. P. 269–293.

4 Widdowson H. G. Teaching Language as Communication. Oxford: Oxford University Press, 1978. 168 p. DOI: <https://doi.org/10.2307/325093>

5 Nunan D. Language Teaching Methodology: A Textbook for Teachers. New York: Prentice Hall, 1991. 264 p.

6 Ніколаєва С. Ю. (ред.). Сучасні тенденції у викладанні іноземних мов і культур. Київ: Логос, 2017. 312 с.

7 Warschauer M. Computer-Assisted Language Learning: An Introduction. In: Fotos S. (ed.) Multimedia language teaching. Tokyo: Logos International, 1996. P. 3–20.

phase (integrative CALL) began with the development of the Internet and web technologies. It broke down the walls of the classroom, providing students with opportunities for real communication with native speakers via email, forums, and chats. Technology ceased to be a separate tool and began to be integrated into all aspects of the learning process. Ukrainian scientist G. V. Kononova emphasises in her works that CALL has become a catalyst for the development of student autonomy and a change in the role of the teacher in the Ukrainian education system⁸.

1.4. Transition to an integrative and personalised approach through technology (Technology-Enhanced Language Learning – TELL)

The current stage of development, often referred to as TELL (Technology-Enhanced Language Learning), is a logical continuation of integrative CALL, but with fundamentally new qualities. While CALL focused on the computer as a device, TELL views technology as an environment, an ecosystem that encompasses cloud services, mobile applications, artificial intelligence (AI) and big data.

The key characteristics of TELL are: Personalisation and adaptability: Modern AI-based platforms analyse each student's progress and gaps, automatically adjusting the complexity and sequence of tasks. This implements the idea of adaptive learning, as described by American educational technologist David Wiley⁹.

Gamification: The use of game mechanics (points, badges, ratings, levels) to increase motivation and engagement. Research by scientists such as K. Carballo shows the effectiveness of gamification in maintaining interest in routine tasks¹⁰.

Microlearning: Dividing learning material into small, easy-to-digest modules that allow you to learn "on the go" using mobile devices.

Data-driven approach: Platforms accumulate a huge array of data about the learning process, allowing teachers and the system itself to make informed conclusions about progress and difficulties.

Ukrainian researchers T. O. Kilchitska and I. V. Sikorska analyse the impact of TELL on the formation of individual educational trajectories and the development of digital competence of both students and teachers in Ukraine¹¹.

8 Кононова Г. В. Комп'ютерно-асистоване навчання іноземних мов: теорія та практика. Іноземні мови. 2020. № 4 (104). С. 3–12.

9 Wiley D. The Ongoing Evolution of Adaptive Learning. 2019. URL: <https://opencontent.org/blog/archives/5842> (дата звернення: 10.10.2023).

10 Carballo K. Gamification and Language Learning: Motivation and Engagement. International Journal of Educational Technology. 2021. Vol. 15, No. 2. P. 45–59. DOI: <https://doi.org/10.3991/ijet.v15i02.12567>

11 Кільчицька Т. О., Сікорська І. В. Цифровізація освіти: виклики та можливості для викладачів іноземних мов. Вісник Київського національного університету імені Тараса Шевченка. Педагогіка. 2022. № 1 (45). С. 56–61.

Modern innovative educational platforms are not a simple technical addition to classical methods. They represent a synthesis of the most effective principles of the communicative approach (communication orientation, authenticity) and advanced technologies (adaptability, gamification, data analytics). This synthesis gives rise to a new philosophy of learning, where the focus is on the student's personality, their individual needs and preparation for life in a digital society.

2. A new paradigm: the transformation of the roles of teachers and students

The integration of innovative educational platforms not only changes the technical tools available to teachers, but also initiates a profound transformation of the educational paradigm, at the heart of which is a radical change in the traditional roles of students and teachers. This transition is fundamental to the implementation of a human-centred learning philosophy.

2.1. Students are transformed from passive consumers of knowledge into active participants in the process, architects of their own learning (self-directed learners)

In the traditional model, students often acted as passive recipients of information transmitted by the teacher. Modern educational platforms, through their characteristics (personalisation, gamification, accessibility), transform students into architects of their own learning (self-directed learners).

This manifests itself in the following ways:

Choice and control: Students are given the opportunity to choose the pace, time, place of study and, often, the content. They can focus on the aspects of the language that are a priority for them (e.g., business vocabulary or conversational practice).

Responsibility: Personalised trajectories and clearly defined goals on platforms (e.g., "reach level 5," "learn 20 words per week") instil in students a sense of responsibility for their own educational progress.

Reflection: The analytics and feedback tools of the platforms allow students to track their progress, analyse their mistakes, and consciously adjust their learning trajectory.

As noted by renowned American educator and education theorist Philip C. Candy, self-directed learning is a key competency in a lifelong learning society, as it develops students' critical thinking, problem-solving and continuous self-improvement skills ¹². Ukrainian researcher N. V. Morska emphasises in her

¹² Candy P. C. *Self-direction for Lifelong Learning. A Comprehensive Guide to Theory and Practice*. San Francisco: Jossey-Bass, 1991. 567 p.

works that digital platforms, by giving students autonomy, contribute to the formation of educational self-efficacy – belief in one's own ability to achieve learning goals, which is a powerful motivational factor ¹³.

Thus, students cease to be objects of learning and become its subjects – active, motivated, and responsible architects of their own knowledge and competencies.

2.2. The teacher transforms from a "knowledge transmitter" into a facilitator, mentor, content curator and analyst

The transformation of the student's role inevitably leads to a rethinking of the role of the teacher. They are no longer the sole source of knowledge and bearer of truth. Their new role becomes much more complex, multifaceted and, as a result, more meaningful.

Facilitator: The teacher becomes an organiser of the learning process, creating conditions for effective learning. They do not "teach" the material, but rather design situations in which students independently discover knowledge through communication, collaboration and problem solving. They model real-life communication situations, organise discussions, debates and group projects, using platforms as a tool for this interaction.

Mentor: In the new paradigm, the teacher acts as a personal coach and motivator. They help students set learning goals, support them in times of difficulty, and help them overcome language barriers and fears. This role requires a high level of emotional intelligence and pedagogical sensitivity. Research by O. I. Pometun and L. V. Guz shows that mentoring support is a key factor for success in blended and online learning, especially for students with low levels of self-organisation ¹⁴.

Content curator: In a world of information overload, the ability to select high-quality, relevant and authentic content is becoming critically important. The teacher analyses available resources (MOOCs, YouTube videos, podcasts, mobile apps, articles) and uses them to create comprehensive learning paths that meet the needs of a specific group or individual student. They do not create content from scratch, but rather play the role of a "guide" in the digital information space.

Analyst: One of the most important new roles. Teachers learn to interpret the data provided by platforms: student activity levels, error statistics, progress in completing modules. This data allows them to objectively assess the

13 Морська Н. В. Розвиток освітньої самоефективності студентів за допомогою цифрових інструментів. Педагогічні науки: теорія, історія, інноваційні технології. 2021. № 6 (108). С. 168–177. DOI: <https://doi.org/10.31812/educdim.5687>

14 Пометун О. І., Гуз Л. В. Менторство у змішаному навчанні іноземних мов: виклики та можливості. Інформаційні технології і засоби навчання. 2020. Т. 75, № 1. С. 204–218. DOI: <https://doi.org/10.33407/itlt.v75i1.3156>

effectiveness of teaching, identify students who are falling behind in a timely manner, and provide them with targeted support. L. O. Kharchenko notes that "data-driven teaching" allows a transition from subjective intuition to objective pedagogical decision-making.¹⁵

2.3. The Flipped Classroom model as an ideal example of platform synergy and classroom work

The most striking example of the implementation of new roles for students and teachers is the flipped classroom model. This model is the ideal synergy of the capabilities of digital platforms and live communication in the classroom.

Homework (on the platform): Students independently (as self-directed learners) familiarise themselves with new theoretical material using resources selected by the teacher (as content curator). These can be video lectures, interactive grammar exercises, or articles. The platform provides instant feedback, allowing students to test their understanding of the basics.

Classroom work: The time freed up in class is used not to explain new material, but to apply it in practice through communication exercises, discussions, projects, role-playing games, and debates led by the teacher as a facilitator and mentor.

As research by the founders of this model, Jonathan Bergmann and Aaron Sams, shows, this approach allows for a deeper understanding of the material, as the emphasis shifts from passive perception to active use of language¹⁶. In her study on the use of the flipped classroom in English lessons, Ukrainian educator S. M. Ivanova notes that this model leads to a significant increase in student motivation and their level of communicative competence, as the classroom becomes a creative space for practice rather than a lecture hall¹⁷.

Thus, innovative platforms do not replace the teacher, but enhance their role, shifting it from a technical one (transmission of knowledge) to a higher one – creative, mentoring and analytical.

3. Future trends and conclusions

Innovative educational platforms are constantly evolving, and today we can already identify the key trends that will shape the future of language education in the coming years.

¹⁵ Харченко Л. О. Аналітика навчання як інструмент педагога в умовах цифровізації освіти. Вісник Київського національного університету імені Тараса Шевченка. Педагогіка. 2022. № 2 (15). С. 45–49. DOI: [https://doi.org/10.17721/bsp.2022.2\(15\).8](https://doi.org/10.17721/bsp.2022.2(15).8)

¹⁶ Bergmann J., Sams A. Flip Your Classroom: Reach Every Student in Every Class Every Day. Eugene: International Society for Technology in Education, 2012. 120 p.

¹⁷ Іванова С. М. Застосування моделі «перевернутого класу» для формування комунікативної компетенції з англійської мови. Іноземні мови в школах України. 2021. № 3 (45). С. 12–17.

Integration of Generative AI (ChatGPT) for creating dialogues and exercises. The emergence of generative artificial intelligence (Generative AI), such as ChatGPT, Midjourney, etc., opens up revolutionary possibilities. These are no longer just adaptive systems, but tools for creating content. In the context of language education, Generative AI is capable of:

Generate a multitude of authentic and contextualised dialogues on any topic of any level of complexity.

Create personalised exercises, stories and reading texts, taking into account the interests of a specific student.

Act as an unlimited virtual conversation partner capable of conducting dialogue, correcting mistakes, and providing explanations 24/7.

Provide instant feedback on written texts. Researcher Mike Sharples argues in his work that AI will become a "personal cognitive assistant" for students, taking on routine tasks and freeing up time for creativity ¹⁸. Ukrainian scientist K. Yu. Yeliseyev predicts that the main task of teachers will not be to create content, but to manage its selection, adaptation, and integration of AI results into the learning process ¹⁹.

Development of metaverses for immersive social learning. Metaverses, as persistent (permanent) three-dimensional virtual spaces, offer a new level of immersion and social interaction. Unlike current VR simulations, the metaverse promises to create entire virtual cities, universities or historical locations where students from around the world can communicate, learn and collaborate through their avatars, practising language in social contexts that are as close to reality as possible. Cathy Gay, a researcher at Harvard, believes that metaverses could be the next step in the development of the social constructivist model of learning, where knowledge is constructed through social interaction ²⁰.

Deeper adaptation based on biometric data (student's emotional state). Future platforms will be able to analyse not only answers, but also the emotional state and level of engagement of the student using computer vision (analysis of facial expressions, eye movements) and voice analysis. This will allow the system to detect increased anxiety, fatigue or confusion in real time and instantly adapt the complexity of tasks, suggest a break or change the type of activity to maintain an optimal state for learning. Rosalind Picard, founder of the Affective

18 Sharples M. The Future of Learning: Artificial Intelligence and Education. 2023. URL: <https://www.researchgate.net/publication/374588120> (дата звернення: 10.10.2023).

19 Єлісєєв К. Ю. Штучний інтелект у мовній освіті: виклики та етичні дилеми. Вісник Харківського національного університету імені В. Н. Каразіна. Серія: Іноземна філологія. 2023. № 94. С. 45–53. DOI: <https://doi.org/10.26565/2227-1864-2023-94-05>

20 Gay C. Learning in the Metaverse: A New Frontier for Education. Harvard Graduate School of Education. 2022. URL: <https://www.gse.harvard.edu/news/22/11/learning-metaverse> (дата звернення: 10.10.2023).

Computing research group at MIT, has proven that taking emotional state into account significantly increases learning effectiveness ²¹.

NFT and blockchain for language certificate verification. Blockchain technology can be used to create indisputable, decentralised and tamper-proof digital certificates of achievement (e.g. in the form of NFTs). This will allow employers and educational institutions to instantly and confidently verify a candidate's qualifications, including not only the fact of completing a course, but also detailed statistics on specific skills (for example, "B2 level of business English"). Research by O. V. Malytskyi on the application of blockchain in education shows that this technology can radically increase transparency and trust in the system of educational credits and micro-certificates ²².

CONCLUSIONS

The analysis allows us to formulate a number of key conclusions about the role of innovative educational platforms in modern language education.

Innovative platforms are radically changing the paradigm of language education, making it more personalised, flexible and practice-oriented. They are not just tools, but carriers of a new philosophy that shifts the focus from the transmission of knowledge to the creation of conditions for its active assimilation and practical application. This paradigm responds to the challenges of a globalised digital society, where independence, mobility and the ability to work with information are becoming critically important.

Their role is not to replace the teacher, but to free them up for high-quality, creative and personalised work with students. Technology takes over routine functions: checking exercises, vocabulary training, and providing basic theoretical material. This allows the teacher to focus on high-level tasks: motivation, developing communication skills in live communication, providing personalised support, and fostering critical thinking in students. As O. M. Shokin notes, the teacher is transformed from a "source of knowledge" into an "architect of learning experiences". ²³

SUMMARY

The future lies in hybrid (mixed) models that combine the best practices of traditional education with the capabilities of digital technologies. The most

21 Picard R. W. *Affective Computing*. Cambridge: MIT Press, 1997. 292 p. DOI: <https://doi.org/10.7551/mitpress/1140.001.0001>

22 Малицький О. В. Блокчейн-технології в освіті: можливості для верифікації кваліфікацій. *Інформаційні технології в освіті*. 2022. № 3 (50). С. 78–87. DOI: <https://doi.org/10.14308/ite000751>

23 Шокін О. М. Компетентнісний портрет сучасного вчителя іноземної мови в умовах цифровізації. *Педагогічна освіта: теорія і практика*. 2021. № 32 (1). С. 156–162. DOI: <https://doi.org/10.28925/2311-2409.2021.3212>

effective model is one where automated, adaptive learning on a platform (as in the "flipped classroom" model) is combined with valuable classroom work focused on live communication, collaboration, and creative application of knowledge under the guidance of a teacher. This synergy maximises the advantages of both approaches.

Successful integration requires systemic changes: infrastructural, methodological and personnel. To realise the potential of IOP, the following is necessary:

Infrastructure: Provision of stable internet, devices and access to platforms.

Methodological support: Development of new curricula focused on blended learning, creation of digital methodological recommendations.

Staff training: Organising professional development programmes for teachers, aimed not only at mastering technical aspects, but also at developing new pedagogical competencies (facilitation, mentoring, working with data). Without investment in "human capital," any technological innovations will be ineffective.

Thus, innovative educational platforms are shaping a new landscape of language education, where technology serves as a catalyst for deeper, more meaningful and more humane educational processes focused on the real needs of individuals in the 21st century.

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