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Department of Modern Languages and Business Communication

The 3rd International Online Conference

«MODERN TRENDS IN FOREIGN LANGUAGES RESEARCH AND TEACHING»

CONFERENCE PROCEEDINGS

16-17 May 2024

Poltava, Ukraine

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Сучасні тенденції дослідження та викладання іноземних мов: матеріали III Міжнародної онлайн-конференції (Полтава, 16-17 травня 2024 р.). Полтава: Астрая, 2024. 360 с.

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У збірнику подано статті, що висвітлюють новітні тенденції філології та міжкультурної комунікації, теоретико-методичні аспекти викладання іноземних мов у вищій школі, актуальні питання термінології і перекладознавства та сучасні дослідження світового літературного дискурсу.

Збірник рекомендовано науково-педагогічним працівникам закладів вищої освіти, магістрантам, аспірантам, а також усім, хто цікавиться дослідженням і навчанням іноземних мов.

The conference proceedings present articles, covering the latest trends in philology and intercultural communication, theoretical and methodological aspects of teaching foreign languages in higher education, topical issues in terminology and translation studies and modern studies in the world literature discourse.

The conference proceedings is recommended for lectures of higher education institutions, undergraduates, graduate students, as well as anyone interested in the research and teaching of foreign languages.

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спеціальностями, на яких передбачена велика кількість практичних занять. Навіть найсучасніші комп'ютерні тренажери не замінять майбутнім менеджерам «живої» практики.

- **Дистанційна освіта не підходить для розвитку комунікабельності.** При дистанційному навчанні особистий контакт студентів один з одним і з викладачами мінімальний, а то й цілком відсутній. Тому така форма навчання не підходить для розвитку комунікабельності, впевненості, навичок роботи в команді.

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ЛІТЕРАТУРА

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2. https: elearningindustry.com

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IMMERSION METHODS OF TEACHING AT THE DEPARTMENT OF ANATOMY WITH CLINICAL ANATOMY AND OPERATIVE SURGERY USING MULTIMEDIA COMPLEXES "ONIKO"

Анотація. *Сучасні методи навчання почали відігравати визначальну роль у підготовці майбутніх лікарів, тому їх використання у навчальному процесі є нагальною потребою сьогодення. Однією з актуальних освітніх тенденцій нині є імерсійна освіта. Імерсійні методи навчання передбачають поєднання різних стилів і підходів до навчання, а саме, віртуальну та* *доповнену реальність. На кафедрі анатомії з клінічною анатомією та оперативною хірургією Полтавського державного медичного університету імерсійні методи навчання із використанням мультимедійних комплексів «Оніко» нині широко впроваджуються як у навчальному процесі, так і в реалізації міжкафедральних проєктів, виховній та профорієнтаційній роботі.*

Ключові слова: *імерсійні методи навчання, мультимедійні комплекси, навчальні комп'ютерні програми, медична освіта, морфологічні дисципліни.*

Abstract. *Modern teaching methods have begun to play a decisive role in training future doctors, so their use in the educational process is an urgent need of our time. One of the current educational trends is immersive education. Immersive teaching methods involve a combination of different styles and approaches to learning, namely virtual and augmented reality. At the Department of Anatomy with Clinical Anatomy and Operative Surgery of Poltava State Medical University, the immersion methods of teaching using Oniko multimedia systems are now widely implemented both in the educational process and the implementation of interdepartmental projects and educational and career guidance work.*

Key words: *immersion teaching methods, multimedia complexes, educational computer programs, medical education, morphological disciplines.*

Introduction. The modern educational space is constantly changing. Its content, structure, and forms are being modernised all the time. Today's current educational trends include personalised learning, project-based learning, microlearning, gamification, social and collaborative learning, and immersive education.

Immersive education, a significant educational phenomenon, is not just a trend but a focus of serious study and improvement in many countries. Educational institutions are taking an active role in this, establishing dedicated research centres to delve into the intricacies of immersive education and find ways to enhance its effectiveness. In Ukraine, this pedagogical approach is being rigorously examined within the framework of pedagogical theory and history, as well as the global process of forming immersion education. The unique experiences and insights gained from these studies can potentially benefit domestic educational institutions.

Immersive learning methods involve a combination of different styles and approaches to learning, namely virtual augmented and mixed reality.

Virtual reality (VR) is perhaps the most well-known type of immersive environment. It is about creating a digital world where users can interact [3, p. 704]. Usually, they work with a VR headset that takes them to a virtual environment, completely separating them from the physical world [2, p. 4].

Augmented reality (AR) overlays digital content in the real world. It can be achieved using smartphones, tablets, or AR glasses. Unlike virtual reality, AR does not remove users from the environment but expands it with additional information or graphics.

Mixed reality (MR) combines virtual and augmented reality, overlaying and tying virtual objects to the real world, allowing users to interact with both simultaneously.

Immersive education, as a modern trend, is actively implemented in the educational process of the Department of Anatomy with Clinical Anatomy and Operative Surgery. The Head of the Department, Serhii Bilash, shared his experience of using immersive learning technologies with his colleagues at the PSMU Advanced Training Course "Improvement of Pedagogical Excellence in the System of Higher Medical Education. Modern approaches and interactive digital technologies are used to create educational and methodological support for the educational process. Psychological aspects of the interaction between teachers and students during martial law in Ukraine", where he presented a lecture, "Features of the introduction of immersive education in medical universities".

The staff has widely covered the experience of using modern immersive learning technologies in numerous scientific articles and conference abstracts, including, in particular, publications on the use of computer technology in teaching anatomy, digital competencies of the modern teacher, the organisation of the educational process at the Department of Anatomy with Clinical Anatomy and

Operative Surgery using the latest technologies in the study of the discipline "Human Anatomy", the use of information technology in the study of morphological disciplines.

During the accreditation of educational and professional programmes implemented at PSMU, the use of ONIKO multimedia complexes in the educational process is traditionally widely covered, and the Head of the Department of Anatomy with Clinical Anatomy and Operative Surgery is constantly included in the working focus groups.

The ONIKO multimedia systems are connected to the Internet and to the computers in the classrooms, animal operating room, and computer lab.

During distance learning, 1000 users can have remote access to the ONIKO system to work with a virtual patient and 500 users to work with anatomical atlases.

The anatomical tables software is updated monthly, including uploading images of radiographs and histological and anatomical specimens. The software of the ONIKO multimedia systems includes licensed programmes:

- 3D Organon VR Anatomy Enterprise Edition,
- 3D Organon Anatomy Enterprise Edition,
- Compete Anatomy,
- Body Interact,

as well as freely available programmes:

- Human Anatomy Atlas,
- Surgical Robot Simulator,
- Surgery VR.

Morphological sciences are the basic disciplines of medical universities because a sufficient level of training for future doctors in human anatomy, clinical and topographic anatomy and operative surgery plays an essential role in their further education and professional activities. Therefore, as the experience of recent years shows, the widespread use of 3D software in the educational process in the study of human morphology can significantly improve the effectiveness of learning.

Modern computer technologies allow you to consider each body system or organ separately and in combination with others. Also, when working with such programmes, it is possible to obtain images distributed across regions and anatomical systems and to view 3D models of anatomical structures and their parts; anatomical objects can be rotated, tilted, approached, hidden, etc.

Some electronic anatomical atlases are displayed on the screen by clicking on different entities' names in English and Latin with the possibility of sound, which is very convenient for learning the correct pronunciation; reference materials on various anatomical objects are provided.

In the current context of remote learning, the use of 3D human anatomy programs is particularly beneficial. These programs enable teachers to engage with students more effectively, enhance the quality of individual training, and elevate the level of acquired knowledge [1, p. 386].

In addition to being widely used in the educational process, which is implemented at the Department of Anatomy with Clinical Anatomy and Operative Surgery, ONIKO multimedia complexes are used to conduct binary classes with students and interns of other departments. During the current academic year, in the third classes, such lessons were held jointly with the Departments of Obstetrics and Gynaecology № 1 and № 2, Otorhinolaryngology with Ophthalmology (Ophthalmology), Surgical Dentistry and Oral and Maxillofacial Surgery, Internal Medicine № 1 and № 2, Surgery № 1 and № 2, Paediatrics № 2, and the Professional medical and pharmaceutical college. One hundred eight such classes were held during the academic year 2023-2024.

In addition to practical classes, ONIKO multimedia complexes are used for anatomical quizzes, competitions and control measures without the participation of a teacher.

During career guidance events, excursions, Open Days, visits to the university by commissions and numerous guests, the technical capabilities of

ONIKO multimedia complexes always make an impressive effect, especially on future applicants who want to study using modern digital technologies.

Binary classes, career guidance and educational activities using ONIKO multimedia complexes are constantly covered in the university news.

Considering the significant amount of educational material that students need to learn when studying human anatomy, the limited time allocated for practical classroom work, the modern methodological and material and technical capabilities of the educational process of the Department of Anatomy with Clinical Anatomy and Operative Surgery, the potential capabilities of the ONIKO multimedia complexes, it was proposed to include the selective components of the EPP of the bachelor's level of the SC Human Anatomy in Simulation Technologies next year.

In general, creating an immersive environment using the capabilities of ONIKO multimedia complexes allows visualising complex processes and phenomena, minimises the influence of external factors, provides a high degree of personalisation of the learning process, stimulates the accumulation of experience of independent cognitive activity, and facilitates communication between participants in the educational process.

Conclusions. Thus, the constant changes in the educational space in accordance with the needs of today lead to the modernisation of its content, structure, and form due to social demand and new achievements in science and culture for humanity. No educational institution or academic staff can stay away from modern innovations in education today. One of the contemporary educational trends is immersive education, which has started to be actively implemented in the educational process of Poltava State Medical University. The academic staff of the Department of Anatomy with Clinical Anatomy and Operative Surgery widely use immersive teaching methods, including Oniko multimedia complexes, in the department's educational process and the implementation of interdepartmental projects.

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BRIDGING LANGUAGE LEARNING AND DIGITAL TECHNOLOGY: INSIGHTS FROM A CLIL EDUCATION SURVEY

Abstract. *This paper presents a survey investigating the integration of digital technology in Content and Language Integrated Learning (CLIL) and its impact on language acquisition and subject learning. The survey, produced and conducted as part of CA21114, entailed a comprehensive questionnaire involving students aged 9 to 21 across Europe, examining how digital tools are utilized outside the classroom and the challenges faced in employing these technologies for CLIL subjects. The survey explores the balance between language learning and content assimilation in CLIL lessons, the use of digital resources by instructors, and the extent to which students demonstrate their knowledge in CLIL settings. Key inquiries addressed include the extent to which digital technology usage contributes to proficiency in CLIL subjects, obstacles encountered by students, the*