

Ministry of Education and Science of Ukraine
Sumy State University (Ukraine)
The College of New Jersey (USA)
Camarines Sur Polytechnic Colleges (Philippines)
European Danube Academy (Germany)
University of Kragujevac (Serbia)



Proceedings

STRATEGIC INNOVATIONS OF SOCIAL COMMUNICATIONS AND FOREIGN PHILOLOGY IN CRISIS TIMES

I International Scientific and Practical Conference

1 June 2024

Sumy State University, Ukraine



Sumy 2024

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The collection includes scientific materials devoted to current problems in the field of distance teaching and learning in the era of digital technologies, in particular in language pedagogy, media innovations, modern translation, ethnolinguistics, stylistics, methods and methodologies of modern linguistic and literary disciplines. The composition of the collection is scientific research on the preservation of national identity and cultural heritage, intercultural communications, psychological theory and practice, sociological research.

For teachers of higher education institutions, graduate students, students, teachers of secondary schools, gymnasiums, lyceums and colleges, all those interested in socio-humanitarian issues.

The materials are printed in the author's editorial

Sumy State University, 2024

Inna Zaitseva ENHANCING FOREIGN LANGUAGES TEACHING THROUGH DIGITAL TECHNOLOGIES	195
Анжела Трухан ІНТЕРАКТИВНИЙ МЕТОД НАВЧАННЯ ТА ЙОГО ЕФЕКТИВНІСТЬ У ВИВЧЕННІ НІМЕЦЬКОЇ МОВИ	198
Дарина Гудакова ПОЛІЛОГ ЯК ФОРМА КОНТРОЛЮ НА СТАРШОМУ ЕТАПІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ	202
Alla Krasulia, Tamara Koval HARNESSING ADVANCED AI PROMPTING TO FOSTER CRITICAL AND ANALYTICAL SKILLS IN TRANSLATORS	206
Maryna Nabok USING THE CASE STUDY METHOD IN RESEARCH WORK WITH STUDENTS	210
Danica Jerotijevic Tisma STRATEGIES FOR LEARNING PRONUNCIATION ONLINE: SERBIAN EFL LEARNERS' PERSPECTIVE	213
Анна Зінченко, Анастасія Веремієнко ВИКОРИСТАННЯ ОСВІТНІХ ІНТЕРНЕТ-ПЛАТФОРМ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ	217
Ольга Хмизова СТРАТЕГІЇ І ПРАКТИКА ДИСТАНЦІЙНОГО ВИКЛАДАННЯ ПРАВНИЧОЇ ІНОЗЕМНОЇ МОВИ В УМОВАХ ВОЄННОГО СТАНУ В УКРАЇНІ	219
Olena Berezinska, Inna Maletska COACHING TO DEVELOP INNER PROCESSES THROUGH TEACHING	223
Iryna Ozminska DIGITAL INNOVATIONS FOR OVERCOMING LANGUAGE LEARNING CHALLENGES IN EMERGENCY SITUATIONS	227
Olena Nazarenko, Anna Shcherbak PECULIARITIES OF PROJECT-BASED LEARNING IN FOREIGN LANGUAGE TEACHING	230

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HARNESSING ADVANCED AI PROMPTING TO FOSTER CRITICAL AND ANALYTICAL SKILLS IN TRANSLATORS

In the fast-paced world of AI and its growing role in education, Translation Studies students must develop robust critical thinking and analytical skills. These skills are crucial to mastering advanced generative AI prompting techniques (Brownell, 2023; Dux Speltz, Anders, 2024) indispensable for staying updated with technological progress, obtaining accurate and insightful data, and improving the caliber of their studies, research, and translation projects. A series of practical classes were crafted to deepen students' proficiency in interacting with AI prompts, thus empowering them to utilize these techniques in more innovative and exhaustive translation studies endeavors. Ultimately, the classes' primary goal was to advance students from a fundamental understanding of AI tools to a more sophisticated level of expertise, enabling them to apply advanced prompting techniques skillfully. More than just learning new skills, these classes focused on their practical implementation in translation studies settings.

The classes began with a brief lecture introducing 13 advanced AI prompting techniques, each accompanied by a sample prompt pattern to provide tangible examples for application (see Table 1). We used ChatGPT 4.0 to generate examples of prompts.

Table 1

13 Advanced Generative AI Prompting Techniques

Advanced Generative AI Prompting Techniques	Prompt pattern
1. The Persona Pattern	From now on, act as [specific persona]. Pay close attention to [details to focus on]. Provide translations that [persona] would produce regarding the input.
2. Step-by-step or Iterative Queries	Translate [text] step-by-step. Start with [initial segment], then proceed to [next segment], and continue until the entire text is translated.
3. Asking the Model to Think Aloud	Explain your thought process as you translate [text]. Describe each step and the reasoning behind your choices.
4. Prompting the Model to Debate or Consider Multiple Perspectives	Consider [translation challenge] from multiple perspectives. What are the arguments for and against using [specific translation method]?
5. Self-Correction Requests	Translate [text] and then review your translation for errors or improvements. Correct any mistakes and explain the corrections.
6. Iterative Refinement	Generate a draft translation of [text]. After reviewing the draft, make refinements and improvements. Repeat this process until the final version is polished.
7. Using Analogies and Hypotheticals	Explain [translation concept] using an analogy or hypothetical situation that simplifies the idea. Use this analogy to clarify the key points.
8. Meta-Questions	Before translating [text], consider what additional information or context would be necessary to provide a complete translation. List these meta-questions and answer them first.
9. Creating a Feedback Loop	Provide an initial translation of [text]. Then, based on [specific feedback or criteria], refine and improve your translation in a series of iterations.
10. The Flipped Interaction Pattern	From now on, I would like you to ask me questions to gather information about [translation project]. When you have enough information, create a [final translation].
11. The Question Refinement Pattern	From now on, when I ask a question about [translation task], suggest a better version of the question that incorporates specific details and ask me if I would like to use your question instead.
12. The Cognitive Verifier Pattern	When I ask you to translate [text], generate three additional questions that would help you provide a more accurate translation. When I have answered the three questions, combine the answers to produce the final translation.
13. The Reflection	When you provide a translation of [text], please explain the reasoning and

Pattern	assumptions behind your choices. Use specific examples or evidence to support your decisions and address any potential ambiguities.
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In our coursework, we implemented an *individual assignment* designed to deepen students' expertise in AI prompting techniques. Students were instructed to select a topic relevant to their research or interest. They then applied 13 advanced prompting techniques to generate specific prompts related to their chosen subject. These prompts were input into an AI tool, and students documented the responses. They created a table that detailed their individually tailored prompts alongside the AI-generated responses to organize their findings. Finally, they were asked to reflect on how this exercise enhanced their understanding and application of AI prompting techniques within their field of study. This structured approach improved their critical thinking and analytical skills and fostered a deeper engagement with AI tools in their academic and professional pursuits.

In a *group activity*, we utilized the pedagogical strategy *Think-Pair-Share (TPS)*, where students worked in pairs to apply advanced prompting techniques with generative AI tools to develop strategies for specific scenarios. This exercise aimed to enhance their ability to use AI prompting techniques in translation studies, promoting collaboration, critical thinking, and the practical application of theoretical knowledge. Students began by reviewing *three scenarios* such as (1) *AI-assisted translation for legal documents*, (2) *literary translation*, and (3) *localization for multimedia content*, and selecting one that aligned with their interests or research area, formulating questions to clarify their understanding (see Table 2). They then partnered to discuss their chosen scenario, using 3 to 5 advanced AI prompting techniques to develop a detailed strategy, documenting their prompts and AI responses. Finally, they prepared and presented summaries of their strategies and findings to the class, focusing on applying advanced AI techniques. This structured approach allowed students to deeply engage with AI tools, fostering a collaborative learning environment where theoretical knowledge was seamlessly integrated with practical application.

Table 2

Group Activity: Think-Pair-Share

Scenario	Objective	Task
Scenario 1: AI-Assisted Translation for Legal Documents	Develop a strategy for using AI to assist in translating complex legal documents accurately and efficiently.	<ul style="list-style-type: none"> ●Identify the specific challenges in translating legal documents. / ●Use AI to improve accuracy and consistency in legal terminology./ ●Address the ethical implications and confidentiality issues in legal translations.
Scenario 2: AI in Literary Translation	Create a plan for utilizing AI to translate literary works while preserving the original style and nuances of the text.	<ul style="list-style-type: none"> ●Select a literary work for analysis and translation. / ●Use AI to maintain the author's voice, style, and cultural nuances in the translation. / ●Evaluate the impact of AI on the creativity and authenticity of literary translations.
Scenario 3: AI-Driven Localization for Multimedia Content	Design a strategy for using AI to localize multimedia content (e.g., videos, games) for different cultural and linguistic audiences.	<ul style="list-style-type: none"> ●Identify the key elements that need localization in multimedia content. / ●Use AI to adapt content for different cultural and linguistic contexts. / ●Address the challenges and ethical considerations of using AI for localization.

By the end of the classes, students were proficient in recognizing, distinguishing, and applying various advanced AI prompting techniques. They seamlessly integrated AI tools into different research and academic task phases. Through practical exercises and guided instruction, they honed their skills using 13 generative AI prompting techniques to devise creative solutions to complex issues in Translation Studies. This methodology encouraged them to think creatively and enhance the value of their research and translation efforts. We observed that students started independently utilizing these techniques, tailoring them to their specific needs. In class reflections, students highlighted three instrumental and versatile techniques: *asking the model to think aloud, meta-questions, and step-by-step or iterative queries*. The activities successfully motivated students to experiment with advanced prompting techniques and deepened their understanding of AI's potential in creative contexts.

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USING THE CASE STUDY METHOD IN RESEARCH WORK WITH STUDENTS

The project Strategy for Reforming Higher Education in Ukraine until 2020 envisages the integration of higher education and science by improving the quality of research and innovation activities in higher educational institutions, the introduction of international educational and research projects in Ukraine. It will create an attractive and competitive national educational system of Ukraine integrated into the European Higher Education Area and the European Research Area (2014). Recently, on the pages of scientific journals scientists often refer to the general concept of the research work of students during the last years, when in the higher educational institutions of Ukraine continuous pedagogical training was introduced in the combination with special courses and special practice from the first to the fifth courses (Divinska, 2016). However, often such special courses were not a guarantee of a further creative, scientific activity of students. So, it is necessary to introduce innovative ideas and technologies related to the progressive ideas of world pedagogical practice. For example, integration of art into the learning process has been introduced into educational process of the USA for many years already, that allows to develop creativity, creative thinking in students (Margaret-Mary Sulentic, Dowell & Christian