

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



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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

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ENGLISH LANGUAGE PROFICIENCY IN PSYCHOLOGY AND SOCIAL WORK: BRIDGING THE GAP IN WARTIME EDUCATION

The ongoing war against Ukraine has posed a significant challenge for its social sector. During wartime, professional social work has expanded its scope, methods, and approaches. On the one hand, it draws from years of experience, including international practices; on the other hand, it has given rise to the phenomenon of Ukrainian social work based on moral obligation, mutual support, and the dedication of each citizen, combined with the professional expertise of social work practitioners. For psychologists and psychotherapists, this situation presents a new set of challenges, as they navigate working in war conditions and addressing war-related inquiries, which not all professionals were prepared for.

English skills have always been important to psychologists and social workers for several reasons (Sowton, 2021) Presently, the English language has become not only a customary but also a crucial requirement for their work. First of all, because it allows them to communicate effectively with colleagues, clients, and professionals from different cultural backgrounds. As the field becomes increasingly globalized, being able to converse fluently in English enables professionals to collaborate, share research, and learn from international perspectives. Secondly, English provides access to a vast array of resources, including research papers, journals, and books, which are predominantly available in English. Keeping up with the latest developments in psychology and social work requires the ability to read and understand scholarly literature in English. Moreover, English proficiency is essential for attending conferences, workshops, and training programs that often take place in English-

speaking countries or feature English as the primary language of instruction. Participating in these events allows psychologists and social workers to expand their knowledge, network with colleagues, and stay updated on emerging trends in their fields. Lastly, being proficient in English enhances career opportunities for psychologists and social workers. It opens doors to international job placements, collaborations, and research opportunities. It also increases the chances of publishing in reputable English-language journals, which can contribute to professional recognition and advancement.

Although the ESP curriculum for Ukrainian universities was introduced in 2005 (Bakaieva, Borysenko, Zuienok, 2005), still there is no any general strategy, which provides guidelines covering curriculum, and training in the design and use of modern, skill-based materials. This is explained by the fact that the Ministry of Education and Science of Ukraine has not provided yet any criteria in content, methodology, course design, assessment, and learning outcomes. Furthermore, the restricted amount of ESP classes (usually 2 hours per week) complicates teaching professionally oriented English in order to develop all the necessary language skills and competences. In addition, there are some specific issues related to teaching English for psychologists and social workers in institutions of higher education in Ukraine.

Firstly, finding comprehensive and up-to-date materials specifically tailored to the language needs of psychologists and social workers can be challenging. The availability of textbooks, articles, and resources that address the unique vocabulary, concepts, and communication skills required in these professions may be limited. Secondly, language educators teaching English for psychologists and social workers often have limited knowledge of the specific terminology and practices in these fields. This can impact the accuracy and depth of instruction, as well as the ability to provide meaningful feedback to learners. Thirdly, psychologists and social workers require strong communication skills to engage with clients and colleagues effectively. However, there may be limited opportunities for learners to practice English in authentic scenarios, such as conducting interviews, writing case studies, or participating in role-plays. These issues highlight the need for specialized materials,

ongoing professional development for educators, and opportunities for learners to engage in authentic language use within the context of psychology and social work. Finally, the war against Ukraine has posed additional challenges to educational institution, such as the displacement of students, reduced funding for research, and brain drain. While talented individuals may seek opportunities abroad due to the unstable situation, it is crucial to increase ESP teachers competency in English methods and courses organization.

I would like to share my experience I had in trying of the teaching methods, such as a quest and dialogical method. The quest method was used with students majoring in Psychology when studying the topic «Mental health and well-being». Their task was to take some photos and short videos at the given locations about the actions they can take to relieve stress, build positive self-esteem, and increase the level of their overall well-being. The goal of this intellectual and dynamic game was to develop professional competencies, such as communication in a foreign language on professional topics, effective information processing skills, and soft skills (ability to organize activities, work in a team, motivate people and achieve common goals). All instructions were given through telegram chat, as well as voting for the best team was organized there. The implementation of such «learning by doing» approach had positive impact on students' English speaking skills. Moreover, it increased their awareness of the healthful habits, improved general physical and emotional well-being.

Another teaching method that I tried with students majoring in Social Work was a kind of dialogical method called «Hot Air Balloon» (Pavlenko, Syzenko, Dekshna, Loboyko, 2021). I introduced it on the ESP class when studying the topic «Concept of Health». Students were divided into groups and each group was given templates of hot air balloons, in which they placed components of health such as physical, mental, emotional, social, spiritual, and environmental. Then they were informed that the hot air balloon cannot withstand the entire load due to a malfunction, so they had to decide which component was the least important to throw overboard. Participants had to provide arguments to justify why certain components should not be thrown out of the hot air balloon. After presenting arguments and further discussion, the class

collectively decided whom to discard.

Since there are no winners or losers in a dialogue, as a result of its application, students recognized both the similarities and differences of opinions and came to the common conclusion that «health» is a complex concept, and all its elements are inseparable and equally important.

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ТИПОЛОГІЯ ЕКФРАЗИСУ У РОМАНІ ДЕНА БРАУНА «ІНФЕРНО»

Епоха постмодернізму спричинила функціональні зміни в деяких художніх техніках, серед яких екфразис. Провідні сучасні дослідники вважають, що екфразис є носіями культурної, історичної, естетичної та візуальної інформації, але алгоритмів ідентифікації екфразису в художніх образах чи припущеннях ще не розроблено. Нез'ясованою залишається і функція екфразиса в сучасному розумінні.

Визначаючи будь-який опис твору як екфразис, дослідники розмивають межі самого поняття, роблячи його все більш неточним і дискусійним (Зубрицька, 2001).