

Ministry of Education and Science of Ukraine  
Sumy State University (Ukraine)  
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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

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[2024/prompt-engineering/applying-advanced-generative-ai-prompting-techniques/](https://www.prompt-engineering.com/2024/prompt-engineering/applying-advanced-generative-ai-prompting-techniques/)

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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

Z. Goering, 2018; Alfredo Bautista, Liang See Tan, Letchmi Devi Ponnusamy & Xenia Yau, 2016). Not the «blind» imitation of a foreign should be the basis for introducing a new one into the educational process, but only those teaching methods that mutually complement each other, expand the multicultural space, preserve national and cultural life.

One of these new approaches in the study of Ukrainian folk dumas is the *case study* method. Its appearance is associated with Harvard University. Its theory and practice in the USA and EU countries are the most developed. Here, this method has become an institutional phenomenon that is widely used both in learning and research. Since the 90's of the last century the case-method has started to be used in the countries of Eastern Europe and Ukraine. In Ukraine the case study method was introduced in 1992 by the specialists of the School of Public Administration named after J. Kennedy of Harvard University at the Institute of Public Administration and Local Government (now the National Academy for Public Administration under the President of Ukraine). The use of this method in research work allows a student to formulate and analyse problems independently, ask questions, give answers to them, prepare speeches and presentations, express different points of view, hold presentations, etc. (Surmin, 2017). This method provides information not only in the process of reading or retelling the text of Ukrainian dumas, but immersing characters in a life situation, in a figurative system of folk works. To implement this method in practice we propose the following: students form groups, each of which will have a creative task. The first group of students, for example, will explore **Block-1** – «Symbolic System of Dumas in Comparison with Other Genres of Folklore». The task of a teacher is to help students to understand the meaning of symbols offering relevant literature to the topic: Kostomarov «Slavonic Mythology» (1994), Sosenko «Cultural and Historical Figure of Old-Ukrainian Holidays of Christmas and a Lovely Evening» (1994), Bratko-Kutinsky «The Phenomenon of Ukraine» (1996), Dmytrenko «Symbols of Ukrainian Folklore» (2011) and others. So, studying carols (Christmas songs), students learn the meaning of the symbols of Falcon, Dove, Cuckoos, Eagle, Swallow, which, according to the ancient beliefs of Ukrainians, were symbols of living fire and mystical creative

power. Ancestors of Ukrainians understood the world as a mobile, variable, cyclic, formed according to the law *birth-dying- resurgence*. In Duma «Falcon», the image of this bird is a symbol of strength, courage, fidelity. Comparing these symbols students should realise that in Ukrainian folk duma in the personified images of the Falcon and the Eagle the people's morality gave such character traits to the soldiers, who defended them. That is the main direction of creative consciousness in the duma «Falcon» is no longer a fantasy, fiction, but a close connection with the environment, the synthesis of morality, psychology and ethics, the understanding of concepts «native – foreign», «we – they».

The next group of students will have a task to investigate **Block-2** «Images of the heroes of dumas about captivity» («Marusya Boguslavka», «Crying of the Slaves»). Their opponents may be students who will study Block-3, entitled «Images of Heroes of Dumas of the Heroic Cycle» («Cossack Golota», «Ivan Konovchenko», «Three Brothers of Samara»). For what purpose do we unite these two blocks? Such scientific research is focused on the definition of a national psychotype, the national character of Ukrainians. If the heroes of the slave cycle have such features of a national character as emotionality, sentimentalism, lyricism, drama then the heroes of another cycle of thoughts possess such features as courage, strength of spirit, rebelliousness in front of the enemy.

In universities and school programs a considerable amount of hours are devoted to Ukrainian folk dumas of the slave cycle and artistic works in which «the fountain of hopelessness and poetry flutters». Therefore, as Kononenko (2016) rightly observes, «texts of optimistic sound, with the glorification of the heroism of the past and present, rarely fall into the sight of the authors of textbooks on Ukrainian literature» (p. 52). You can read about this and more in the article Nabok (2020) «Teaching Ukrainian folk dumas at University: analysis in context of intercultural communication».

So, such research work in which the case-method is used allows students independently to carry out a comparative analysis of two ethnotypes of Ukrainians, which will greatly broaden the idea of Ukraine's national identity. Students must understand that the emotional component of the character of the slave cycle heroes is

not only in suffering, but also in the intellectual comprehension of the surrounding world as a whole.

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## **STRATEGIES FOR LEARNING PRONUNCIATION ONLINE: SERBIAN EFL LEARNERS' PERSPECTIVE**

The unexpected and sudden changes introduced to the educational system due to the COVID-19 pandemic, caused lasting and irreversible reconsideration of the traditional classroom setting making the virtual component almost indispensable even