

Міністерство освіти і науки України  
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Факультет іноземної філології  
та соціальних комунікацій

# XI

**ВСЕУКРАЇНСЬКА  
НАУКОВА КОНФЕРЕНЦІЯ**



## **СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА**

**25-26 квітня 2024 року**

# Матеріали

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ**



**СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО  
СУСПІЛЬСТВА**

**МАТЕРІАЛИ ХІ ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ  
КОНФЕРЕНЦІЇ СТУДЕНТІВ, АСПІРАНТІВ,  
ВИКЛАДАЧІВ ТА СПІВРОБІТНИКІВ**

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До збірника увійшли наукові матеріали, присвячені актуальним проблемам сучасного перекладу, етнолінгвістики, стилістики, методики та методології сучасних мовознавчих та літературознавчих дисциплін. Складовою збірника є наукові розвідки з питань релігії та культури, соціальних і міжкультурних комунікацій, психологічної теорії та практики, соціологічних досліджень.

Для викладачів закладів вищої освіти, аспірантів, студентів, учителів загальноосвітніх шкіл, гімназій, ліцеїв та коледжів, усіх, хто цікавиться питаннями соціогуманітарного напрямку.

Матеріали друкуються в авторській редакції.

3. Szabó, F., Kopinska, M. Gamification in foreign language teaching: A conceptual introduction. *Hungarian Educational Research Journal*. 2023. № 13(3). P. 418–428.

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### **ICT-BASED APPROACHES TO TEACHING PERSONAL WRITING**

Developing writing skills is fundamental for literacy and crucial for academic success, professional advancement, and workplace recognition. Effective writing instruction, typically delivered in educational settings, is essential for most students to attain competence in writing. However, with the rapid evolution and widespread availability of information and communication technologies (ICTs), there arises a need to reassess the definition of «writing» and the methods of writing instruction. While many students, particularly those from higher socioeconomic backgrounds, are adept at utilizing multimedia and digital tools for communication within their social cyber networks, their experiences with writing in school often differ. Some classrooms still rely on traditional paper and pen methods, engaging solely with print-based texts, while others increasingly incorporate digital composition into their writing programs.

By leveraging ICT tools, educators can create dynamic and interactive learning environments that engage students in the writing process, facilitate collaboration, and provide personalized feedback. The study delves into the benefits of teaching personal writing, namely, building confidence, fluency, and voice in students' writing. Understanding the specific features and nuances of personal writing equips educators with the valuable insights on how to tailor their instruction to meet the diverse needs of learners.

The aim of the research is to investigate the effectiveness of ICT-based approaches in teaching personal writing. By examining the characteristics and benefits of personal writing, analyzing the connection between prior knowledge and new learning, and exploring strategies for teaching personal writing, the research seeks to provide insights into how technology can enhance writing instruction.

The tasks set encompass a systematic and methodical approach to investigating the efficacy of ICT-based methodologies in the realm of personal writing instruction.

Proficiency in writing is contingent upon proficiency in the respective language. Without linguistic competence, students may struggle to excel in foreign language acquisition. Reading serves as a valuable educational tool capable of bridging this linguistic gap. Written texts serve as rich sources of language input, and reading, as one of the fundamental language skills, necessitates comprehension. As Celik contends, reading involves the processes of perceiving, comprehending, and deriving meaning from written symbols, engaging both cognitive faculties and psychomotor skills. This cognitive endeavor entails the coordination of mental faculties and visual perception to extract meaning from written expressions. Reading stands as a cornerstone of information acquisition, with a crucial objective being to facilitate the foreign language learner's accurate understanding and interpretation of written texts [1, p. 207–209].

Texts, as meaningful structures comprising sequential sentences, words, and visuals, encapsulate diverse information, emotions, and ideas arranged in a coherent manner. The definition of a text varies between colloquial and scholarly contexts, representing a comprehensive written entity composed of multiple sentences in everyday language. Within the realm of linguistics, the term «text» encompasses not only written but also oral expressions [1, p. 207–209].

In the practical phase of our research, we employed a method known as «*Reading like a writer*». As part of this methodology, students were encouraged to analyze and deconstruct literary works, with Kate Chopin's «*The Story of an Hour*» serving as a mentor text, utilizing ICT tools to facilitate learning. Specifically, Zoom's breakout rooms were used to foster team discussions among learners, allowing for collaborative

analysis and reflection on the mentor text. Additionally, *Google Documents* (<https://docs.google.com/document/u/0/>) was employed to enable synchronized online writing collaboration, wherein students collectively engaged in the process of dissecting and interpreting the text while collaboratively generating written responses. Through this integrated approach, students benefited from both synchronous and collaborative learning experiences, leveraging digital platforms to enhance their understanding of literary conventions and language structures. The utilization of ICT tools facilitated dynamic interactions and enabled real-time collaboration, fostering a sense of engagement and participation among learners [3, p. 353–354]. This technological integration not only supported the implementation of the «*Reading like a writer*» method, but also underscored the potential of digital platforms in augmenting language learning practices.

In the context of teaching writing, it is imperative to underscore the significance of attending to the stylistic nuances within literary compositions. As articulated by scholars, «Humour has garnered considerable scholarly interest. Astapova (2021) delves into the diverse manifestations of humour, drawing intertextual connections between jokes and rumours. Additionally, humour is regarded as a response to historical and social phenomena (Yehorova et al., 2023), serving as a potent mechanism for safeguarding mental well-being during challenging times, a topic explored by psychologists in their practical endeavors (Vasylevska & Dvornichenko, 2018). It finds expression in various artistic forms such as literature (Triebenberg, 2008), folklore (Oring, 2008), and popular media (Kelley, 2020), with particular emphasis placed on the analysis of political humour (Kondratenko, 2019) and the differentiation between different types of humorous texts, such as jokes and poetic fables (Pichtownikowa, 2022)» [2, p. 15].

In line with the aforementioned considerations, it becomes evident that understanding the stylistic features of literary works is paramount in both writing instruction and interpretation. This notion is reaffirmed through the practical component of our research, wherein students engaged in a rhetorical analysis of Judy Brady's essay «*I Want a Wife*», notable for its use of satire. Satire, as a literary device,

employs irony, humor, and exaggeration to critique societal norms and conventions, often employing a critical lens to expose underlying social issues. Understanding the nuances of satire in Brady's essay not only enhances students' comprehension of the text but also fosters critical thinking skills as they decipher the underlying commentary on gender roles and expectations within society.

In the online classroom setting, students engaged in this rhetorical analysis exercise utilizing various ICT tools to facilitate collaborative learning and discussion. Zoom's breakout rooms provided a platform for small-group discussions, enabling students to exchange ideas, analyze the text, and identify instances of satire collectively. This interactive approach promoted peer-to-peer engagement and enriched the learning experience by encouraging diverse perspectives and interpretations. Furthermore, the utilization of *Jamboard* (<https://jamboard.google.com/u/0/>), a collaborative digital whiteboard tool, facilitated real-time brainstorming and visualization of students' ideas. This allowed for the organization and synthesis of thoughts as students explored the nuances of satire within Brady's essay. By leveraging these ICT tools, students were able to actively participate in the analysis process, transcending the limitations of traditional classroom settings and fostering a dynamic and interactive learning environment.

Therefore, incorporation of such technological resources not only facilitated the exploration of stylistic features but also enhanced students' digital literacy skills, preparing them for the demands of contemporary academic and professional environments. Through this integrated approach, students not only gained a deeper understanding of satire as a literary device but also developed critical thinking, collaboration, and digital communication skills essential for academic success and lifelong learning.

In the process of engaging with personal writing tasks, students encountered both challenges and successes. Challenges included navigating the vulnerability inherent in sharing personal experiences, grappling with a writer's block, and effectively balancing subjective reflection with objective analysis. However, students also experienced successes such as the development of a distinct authorial voice, the cultivation of

empathy through the exploration of diverse perspectives, and the refinement of writing skills through iterative drafting and revision processes.

Overall, the instructional journey in teaching personal writing proved to be a transformative and enriching experience, empowering students to connect with their own narratives and communicate their unique stories with authenticity and clarity.

Furthermore, the integration of ICT tools in personal writing instruction offers educators a dynamic platform to cultivate students' writing proficiency, confidence, and engagement. By leveraging ICT resources, educators can create interactive learning environments conducive to collaborative exploration and expression of personal narratives.

From a scientific standpoint, the research findings underscore the efficacy of ICT-infused pedagogical strategies in enhancing students' writing proficiency and engagement. Moreover, the empirical data gathered through team work, open-answer essays and discussion, active listening practices, and observational analyses offer valuable insights into the perceived benefits and challenges of integrating ICT tools in personal writing instruction. Practically, the research outcomes inform educators of best practices for incorporating ICT resources into personal writing instruction, thereby enhancing the efficacy and relevance of writing pedagogy in contemporary educational contexts.

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