

Innovation and interculturalism are important features of future teachers' training in modern society

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Abstract: The processes of globalization, the formation of a post-industrial society, the European integration aspirations of Ukraine and the integration of the Ukrainian education system into the European educational space set the pedagogical science the task of bringing the traditional scientific apparatus into line with the system of pedagogical concepts generally accepted in Europe. The developing Ukrainian society needs highly educated people with appropriate professional and general competences who can independently make responsible decisions in a choice situation, predicting their possible consequences, capable of cooperation, distinguished by mobility, dynamism, constructiveness, a developed sense of responsibility for the fate of the country. Decisions and programs aimed at the implementation of scientific achievements, civilizational and cultural trends are implemented through the activities of subjects who perceive them. In this connection, the level of requirements of modern society for the activity and training of teachers in higher education institutions is increasing. Strengthening the integrative and cultural status of education dictates the need to train pedagogical staff capable of realizing its cultural focus. The needs of modern educational practice create the need for cross-cultural training of the future teacher of the Ukrainian language and literature, who not only acts as a mediator between the student and culture, but also contributes to the formation of the young generation's readiness to live and act in an open intercultural space of general civilization.

Keywords: *Innovations, Interculturality, Modern society, The Ukrainian education system, Training of future teachers.*

1. Introduction

Modern intercultural processes, on the one hand, strengthen integration processes in all spheres of social life, which in turn affects the intensification of international cooperation and positive mutual influence of many peoples and, first of all, peoples of European countries. This is due to the fact that the processes of integration and globalization are aimed at the mutual development of modern countries, peaceful coexistence and cooperation and are today a defining feature of the latest educational paradigms and educational activities of states, peoples and every person in particular [17]. On the other hand, the constant crossing of multicultural groups often causes misunderstanding, leads to conflicts and discrimination that arise in industrial, educational institutions and between citizens in communities. In culturally mixed collectives, in addition to prejudice, people often, as a result of various conflict situations, experience a deterioration of their physical and psychological condition, which is accompanied by a decrease in educational and industrial activity, labor productivity.

The interculturality of the environment in which a modern person lives, gets educated and works is gradually becoming an integral characteristic of the modern post-industrial society [5]. It is in the conditions of globalization and European integration aspirations of Ukraine in the national education system that the issue of forming a tolerant attitude towards representatives of other nations and nationalities, towards the cultures of all ethnic groups emerges acutely. The idea that the educational

process in higher education and secondary education should be aimed at realizing the unity of the world community, a sense of national patriotism and self-awareness, and taking into account the values created by other peoples [16-17] is gaining more and more recognition.

2. Analysis of Recent Research and Publication

In the first decades of the 21st century, interest in this problem increased significantly, in particular in Ukraine. In recent years, domestic pedagogical publications have published studies by [1-2], [8], [10], [7], [18] and others, in which the processes of the formation of interculturality are considered. In the future, we will consider interculturalism as the coexistence and functioning of various ethnocultural communities in a certain society, with their inherent awareness of their own identity, equality, tolerance and organic connection with the wider cross-cultural community, mutual enrichment of cultures, as well as the presence and recognition of a common national system of norms and values that form the basis of the civic consciousness of every member of society Concept of 12-year general secondary education (2002).

3. The Purpose of the Article

The article is to reveal the concept of innovative learning in an intercultural environment and the preparation of future teachers for the educational process, especially teachers of the Ukrainian language and literature.

4. Presentation of the Main Material

That is why the development of modern post-industrial society cannot be imagined without the processes of globalization, integration, introduction of innovations and constantly growing intercultural interaction. These processes concern all spheres of human life: household, cultural, educational, scientific, political, economic and others. The formed features of the intercultural society put forward new requirements for the training of teachers in higher education institutions. The needs of modern society create the need for intercultural training of a teacher who not only acts as a mediator between the student and culture, but also contributes to the formation of the young generation's readiness to live and act in an open multi-ethnic cultural space. Modern society needs not just teachers, but specialists capable of innovative educational activities in an intercultural environment. The intercultural approach assumes that all subjects of the educational process are aware of culture as an extremely dynamic phenomenon that is constantly developing. Representatives of different peoples in an intercultural educational environment constantly interact with each other, exert mutual influence and share their own assets with each other. The main thing is the recognition and awareness of the contribution of each culture to the common intercultural space, which is continuously developing.

Teachers prepared for such cross-cultural educational activities are called not only to promote the rapprochement of cultures of representatives of different nations and nationalities, but also to positively influence the mutual understanding and cooperation of peoples living on the territory of Ukraine. High requirements for the professional training of future teachers of humanitarian specialties contribute to the establishment of a new role of the teacher as a mediator of intercultural communication, capable not only of imparting knowledge to his students, but also of ensuring the effectiveness of intercultural communication, overcoming intercultural barriers and preventing intercultural conflicts. Therefore, among the priority tasks of modern higher education institutions, an important place is the creation of conditions for the formation of a high level of innovative educational activity of the teacher in an intercultural environment.

Philological teachers play a decisive role in preparing young people for life in an intercultural environment. An intercultural society needs a philologist teacher who responds to social changes, is capable of creative growth and professional self-improvement, of perceiving and creating innovations and, thereby, of renewing and improving his knowledge, abilities and skills, enriching pedagogical theory and practice. A modern teacher is a professional, a spiritual mentor, a master creator, an active

participant in state-building processes. It can be like this in a school that allows you to cooperate with students, create together with them, transfer cultural and national heritage and the best achievements of world culture to them, form national consciousness, cultivate love for your native land, your people, respect other peoples who live nearby. The public need for the New Ukrainian School created and the related problems of building intercultural education require special attention to innovative processes, to what hinders and what facilitates the creation and spread of pedagogical innovations [14], [15].

It is the teacher of the Ukrainian language and literature, in our opinion, who has the best opportunities to promote positive ethnic identification of students with the help of linguistic and literary material; to form an idea about the diversity of cultures and their interrelationships; promote students' awareness of the importance of cultural diversity for self-realization of the individual; to cultivate a positive attitude towards cultural differences, respect and interest in the cultural heritage of other peoples; to develop skills and interaction skills of speakers of different cultures on the basis of tolerance and mutual understanding.

The thesis that educational activity today is the basis for the upward cultural and socio-economic development of the intercultural society tomorrow is indisputable. It is through educational activities that modern society forms professionally trained personnel and creates innovative technologies for the management, production and spiritual spheres of its existence. In general, we are talking about a comprehensively developed personality, which is able to create a democratic intercultural society and optimally develop in it.

The innovative development of the educational process should be understood as a set of created and implemented organizational and substantive innovations, the development of a number of factors and conditions necessary for increasing the innovative potential of the educational system. Such a complex psychological-pedagogical process requires clearly planned systemic actions on the part of all educational structures, which together form the basis of modern innovation policy [14], [11].

According to its content, forms and methods, education is not an unchanging, ossified phenomenon, because it constantly responds to new social challenges, realities, takes into account trends, perspectives of the development of humanity, the national existence of the people. However, the renewal of educational practice, due to various reasons, often lags behind the pace of civilizational development, social requirements for education.

At the present stage, it is becoming more and more obvious that the traditional educational system, focused on the transfer of knowledge, skills and abilities from generation to generation, from teacher to student, cannot keep up with the pace of their growth. Modern education does not sufficiently develop the abilities necessary for individuals to self-determine in a globalized and extremely dynamically changing world, to make informed decisions about their future, to be active, competitive and mobile subjects in the labor market. The main shortcomings of the traditional education system are the inability and reluctance of students to actively learn, the lack of a valuable attitude towards their own development, education and society as a whole.

Innovative learning today is interpreted as a process and result of educational and educational activities that stimulate innovative changes in culture and social environment. It is focused on the formation of an individual's readiness for dynamic changes in society, in himself due to the development of creative abilities, different types of thinking, as well as the ability to actively cooperate with other people. Such approaches orient and direct society to upward cultural and socio-economic development.

Innovative learning is an educational and educational activity oriented to dynamic changes in the surrounding world, which is based on the development of different types of thinking, creative abilities, and high social and adaptive capabilities of the individual.

The specific features of innovative learning are its openness to the future, the ability to foresee and forecast based on the constant reassessment of values, and the willingness to take active and constructive actions in rapidly changing situations.

The development of the system and content of education in the modern world takes place in the context of global educational trends, among which the most significant are [11]:

- Mass nature of education and its continuity;
- The significance of education for the individual and society;
- Focus on the active development by a person of methods of cognitive activity;
- Adaptation of the educational process to the requests and needs of the individual;
- Orientation towards democratization and interculturality of the educational process and activities of all educational structures.

These trends indicate that the main function of education is the development of a person, the formation of his culture and worldview. Education should provide everyone who studies with ample opportunities to acquire the following conditions of development and preparation for life [3-4]:

- Knowledge about man, nature and society, which contribute to the formation of a scientific picture of the world as the basis of worldview and orientation in the choice of the field of future practical activity;
- Experience of communicative, mental, emotional, physical, labor activity, which contributes to the formation of basic intellectual, labor, organizational and hygienic abilities and skills necessary in everyday life and participation in social production, continuing education and self-education;
- Experience of creative activity, which opens up space for the development of individual abilities of a person and ensures his preparation for life in the conditions of socio-economic and scientific and technical progress;
- Experience of social and personal relations that prepare young people for active participation in the life of the country, family creation, personal life planning based on the ideals, moral and aesthetic values of modern society.

In this context, education has become a mechanism for shaping the social and spiritual life of a person, a branch of mass and spiritual production. The social value of education is determined by the significance of a person's education in society. Taking this into account, the priority tasks of modern education are the formation of a person, especially a young person, a desire to - learning to study, learning to work, learning to coexist, learning to live. It is clear that such approaches to the educational process are extremely important for the modern intercultural environment.

Learning to learn consists in developing the ability to master new knowledge and operate with a wide variety of information.

Learning to work is aimed at forming the ability to effectively master professional skills, the ability to find a way out of unpredictable situations, to cooperate in a team, to associate oneself with specific professional roles and to perform them effectively.

Learning to coexist consists in developing the talent for establishing social, friendly and family relationships, personalized relationships with other people.

The task of learning to live is the formation of a holistic outlook and worldview in a young person, the ability to meaningfully see the personal meaning of life, to strive for spiritual maturity, to be responsible for oneself, to be aware of responsibility for the fate of humanity as a whole.

The first two concepts define professional skills, and the third and fourth define the general competencies of a modern person. It is clear that modern society and especially intercultural society needs people with relevant knowledge, flexibility and critical thinking, creative initiative, high adaptation potential. Equally important will be their qualities, such as high morality, personal responsibility, inner freedom, determination for maximum self-realization, the ability to achieve a high goal in a rational and correct way. In the process of learning and upbringing, a person learns socio-cultural norms that have cultural and historical significance. As a result, the norms of morality and moral behavior of a person in a social group and at work, in the family and in public places, as well as the rules of communication, building interpersonal and business contacts in an intercultural society, are learned. Therefore, the essence of education is seen not only in the relaying of social experience over time, but also in the reproduction of established forms of social life in the space of culture [8].

In this context, education is the social tool through which the basic cultural values and goals of society's development are transmitted and implemented. Education acts as an active accelerator of cultural changes and transformations in social life and in an individual.

Thus, education is a means of socialization of the individual and ensuring the succession of generations, a medium of communication and involvement in world values, achievements of science and technology. Education accelerates the process of development and formation of a person as a person, subject and individuality, ensures the formation of his spirituality, worldview, value orientations and moral principles.

In many modern developed countries, the state educational policy considers a high professional and general cultural level of the population to be an important condition for the socio-economic development of an intercultural environment, preservation and improvement of the competitiveness of the national economy on world markets, security and social stability.

At the beginning of the 3rd millennium, in accordance with the "New Ukrainian School" (NUS) concept, the state educational policy was radically changed in our country as well New Ukrainian school. Conceptual principles of secondary education reform (2016). The formation of new paradigms of education has begun: the introduction of the competency paradigm and specialized training, the foundations of intercultural education, the trends of educational differentiation, focused on the entry of our country into the European educational space, are deepening. This is accompanied by significant positive changes in pedagogical theory and practice:

- The creation of various variants of the content of education, the use of the possibilities of modern didactics in increasing the efficiency of educational structures;
- Implementation of scientific developments and practical substantiation of new pedagogical ideas and technologies;
- Intensive development of family and preschool education and upbringing systems;
- Introducing the basics of intercultural education.

The reality is the interaction of various pedagogical systems and learning technologies, testing in practice both new forms and integral pedagogical systems of the past. The desire for changes, the removal of certain restrictions on innovative activity contributed to the birth of a broad innovative movement in the education system. Great opportunities for qualitative changes in education are associated with intensive development of means of communication, information and multimedia technologies.

The formation of renewed education involves the natural processes of the development of pedagogical practice, purposeful managerial influence on the training system, retraining of pedagogical personnel, significant adjustments to the content, style of activity of pedagogical institutions, pedagogues (educator, teacher, lecturer), that is, the transition of the educational system to functioning on new organizational and psychological -pedagogical principles (primary education reform, introduction of specialized and pre-specialized training, creation of reference schools, inclusive classes, etc.).

Dissatisfaction with the quality of education in real practice, the awareness of the need to reform the work of educationalists lead to the need to update professional training, the style of the teacher's professional activity. Especially significant is the formation of his competence, personal and professional qualities, the ability to live and work in an intercultural environment in an innovative mode: to accept and understand new things, to master the innovative situation [6].

The professionalization of a teacher and his entry into an innovative mode of work are impossible without creative self-determination, in which his focus on self-improvement, self-education, and self-development plays a leading role, without which it is impossible to ensure a new quality of education.

The quality of education should be understood as the level of knowledge and skills, mental, moral and physical development of those who study, at a certain stage in accordance with the set goals; the level of provision of educational activities and provision of educational services to the participants of the educational process by the educational institution. From the point of view of innovative pedagogy, the

new quality of education is the proper quality of not only education, but also upbringing, the degree of development of the personality of the student, his readiness for continuing education, independent life.

The dynamics of the development of modern civilization and the forecasting of its prospects give grounds for concluding that an educational system, an educational institution, a teaching staff, a teacher-educator, who ignore the innovative factor in their activities, will not only lag behind social processes and trends, but will also cause the formation of a personality, a generation unable to keep pace with the demands of the times. A teacher with outdated knowledge, indifferent to learning and using new things in his activities, will form similar complexes in his students, few of whom will be able to become successful individuals. With the development of civilization, that is, the production of new knowledge, the creation of new technologies, communication systems, the complication of social relations, the requirements for the quality of education are constantly updated, one of the most important means of ensuring which is the innovativeness of the educational search.

Innovativeness should be considered not only as a disposition to perceive, produce and apply new things, but primarily as openness and democracy of the educational system. With regard to the personal factor of pedagogical activity, this means [14]:

- The teacher's openness to dialogic interaction with students, which assumes the equality of the psychological positions of both parties;
- Openness to culture and society, which is manifested in the teacher's desire to change reality, investigate problems and choose optimal ways to solve them;
- The openness of one's "I", one's own inner world, that is, the organization of such a pedagogical environment that would contribute to the formation and development of the image of "I".

Innovativeness as a principle of pedagogy provides conditions for the development of the individual, the exercise of his right to individual creative contribution, personal initiative, freedom of self-development and achievement of personal and social goals.

Innovative development strengthens the connection between pedagogical science and educational practice, thanks to which the result of "pure science" obtained by scientists in a free, unrestricted creative search finds its practical application. In this regard, special attention is drawn to the new approach, which advocates the multidimensionality and multivariation of historical development, its alternative, on the one hand, and the irreversibility of the evolutionary movement, on the other.

Innovativeness involves the establishment of a responsible way of life of a person in society and a responsible attitude of society to each individual in particular. From this it is clear that, in addition to science, education plays a leading role in ensuring an innovative type of development of the economy and society as a whole. It is through the system of intercultural education that you can prepare a person who is able and willing to actively create and perceive changes and innovations.

Innovative policy as a systemic activity of the state in relation to a specific individual, society as a whole, is carried out in legislative, executive, judicial, informational and other spheres. It actively aims to create socio-economic, political, organizational, and legal conditions for the spread of innovative technologies and processes, and the development of the intellectual and spiritual potential of Ukrainian society.

The National Doctrine of Education Development of Ukraine in the 21st Century and the Concept of the National Academy of Sciences and Arts declare that only under the condition of increasing the educational potential of society can the "introduction of new and cutting-edge information technologies be ensured, which will make it possible ... to approach the level and way of organizing life activities of the developed countries of the world" [11].

Innovative development is a characteristic feature of the development of modern civilization and world society. In this regard, the main tasks in the educational sphere of activity have been significantly reoriented. For an intercultural society, they can be formulated as follows [15]:

- To harmonize the relationship of the practicing teacher (and pedagogical systems of another level) with the nature of innovative processes, social and intercultural shifts in society, which

cause corresponding changes in the pedagogical sphere of activity, the innovative nature of the development of social processes;

- To teach a practicing teacher to live and act in the conditions of the flow of the latest social and scientific and pedagogical information, to create conditions and prerequisites for his continuous development and educational activity in an intercultural environment;
- Create conditions for the acquisition of a wide range of the latest psychological and pedagogical knowledge, which allows you to quickly switch to new trends and strategies of the educational process and work effectively in an intercultural environment.

5. Conclusion

It is on the principles of innovation and people-centeredness that all innovative educational activity, the entire system of relationships, and attitudes towards representatives of different cultures in an intercultural society should be built. The humanistic vector of this process is aimed at the comprehensive development of the individual, and the human-centered ideology and the imperatives of the democratization of education contribute to the formation of a person responsible for his actions and deeds. Such a comprehensively developed personality can, in turn, actively influence the development of an intercultural democratic society and optimally develop in it.

Thus, the preparation of future teachers of the Ukrainian language and literature for professional activity in an intercultural educational environment in the system of graduate professional education of higher education institutions should include not only the inclusion of pedagogical concepts of intercultural education in the educational process, but also the creation of a special structure of innovative education with a change in the nature of professional training, the implementation the principle of continuity in the educational process, ensuring the interconnection of educational disciplines, optimization of curricula and educational and professional programs, taking into account the requirements of the Concept of the National Academy of Sciences and the new professional standard of the teacher of the Institutions of general secondary education.

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