

structuring, multiplicity, systemic nature), integrative (principles: integration of mathematical disciplines, connection with other subjects, practical application, holistic learning), competency-based (principles: activity orientation, development of critical thinking, interactivity and collaboration, individualization of learning, competency-based assessment), neurocognitive (principles: scientific evidence, adaptive learning, gamified metacognition, analytical learning outcomes), neuromodeling (principles: individualization of learning, adaptability, use of modern technologies, stimulation of cognitive activity, development of critical thinking).

Keywords: *methodological approaches, mathematical competence, person-oriented approach, activity approach, system approach, integrative approach, competence approach, neurocognitive approach, neuromodeling approach.*

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PECULIARITIES OF THE EMI MODEL AS AN EDUCATIONAL APPROACH IN THE UK AND UKRAINE

Continuing Professional Development (CPD) courses and training are essential for teachers who wish to improve their knowledge, skills and abilities throughout their careers. Modern approaches to teaching subjects in a foreign language, particularly English, face a number of problems. This study aims to compare and develop the approaches used by teachers of English Medium Instruction (EMI) in the UK and Ukraine. In these European countries, EMI is seen as a key element in the internationalisation of higher education. However, teaching academic subjects in English is difficult, especially for non-native speakers. The results of the study provide for the use of the Active Learning method in the implementation of the EMI model in Great Britain and Ukraine.

Key words: *English Medium Instruction (EMI) , Pedagogical challenges , English language , Active learning , Educational technologies, Cultural context.*

Statement of the problem. In modern education, there is a growing demand for effective strategies for teaching subjects in English , especially in non-English-speaking countries . This is achieved by using EMI as a teaching medium.

The long history of EMI in the UK, combined with a strong infrastructure for English language learning, provides valuable insights into the development of teaching strategies, but challenges remain. In contrast, in Ukraine, where the EMI model has only recently begun to develop, teachers in higher education institutions face a number of problems. Developing effective EMI programmes in Ukraine involves not only overcoming language barriers, but also solving pedagogical problems related to methods of teaching subjects in English. Understanding the challenges of EMI is crucial to improving educational outcomes in a globalised world where English is the dominant language of instruction. Studying the challenges and pedagogical methods in both countries can provide meaningful recommendations for improving EMI practice. This will be achieved by taking into account the unique linguistic, cultural and educational characteristics of each country. At the same time, it is necessary to have a clear idea of how teachers can balance mastering the language with mastering the content of the educational material.

Implementing EMI requires a combination of subject knowledge and English language learning. Teachers must not only have a good command of English, but also be able to teach the subject in a way that can be understood by students who may have limited English proficiency. This also complicates the process of double cognitive load experienced by students who are faced with both academic content and learning in a foreign language. With

increasing use of AI in education, this research is relevant to understanding how human interaction and technological tools can complement each other in EMI settings.

Analysis of recent research and publications: CPD involves participation in learning activities that improve and enhance teachers' professional skills and knowledge. It is necessary for many professions, such as education, engineering, health care and law, to ensure that professionals remain competent and meet current industry standards.

"...one of the important findings that emerged was the key role of teacher motivation... These factors are considered at three levels: personal, school-related and system-wide." (McMillan Dorothy, McConnell, O'Sullivan, 2014). It plays a critical role in the effectiveness of CPD and is supported by governments in many countries to improve learning outcomes (Perry, Halliday, Higgson, & Patel, 2022). Well-designed training is not enough, it should be supported by a range of strategies for improvement. The outcome of determining how useful the course was and how it can be improved is the effectiveness of the completed CPD (Mann, & Webb, 2022).

Issues raised by EMI practitioners include appropriate teaching techniques, course materials, interdisciplinary cooperation, teacher training and assessment (Wenli, & Shin-Mei, 2017). Chien M... etc. claim that in non-English-speaking countries, the use of English as a medium of instruction (EMI) in higher education is considered as a strategy for achieving international competitiveness (Chien, Hwa, & Valck, 2020).

Pan and Thomas state that "English medium instruction (EMI) is a growing phenomenon in many countries." Some researchers have investigated the difficulties and strategies students use to cope with EMI. However, the pedagogical challenges faced and strategies used by other key participants, teachers, have been surprisingly under-researched" (Pan, & Thomas, 2020).

Teaching subjects in English is difficult due to the specificity of terminology. Therefore, the research focuses on the difficulties Ukrainian educators face in the teaching processing in comparison to British educators. The comparative results will make it possible to assess the difficulties faced by teachers and develop recommendations for improving their training.

A comparison of subjects teaching in English between the UK and Ukraine offers valuable insights into available resources and highlights the importance of professional development for the success of EMI programs. The integration of educational technologies and bilingual resources in EMI classrooms contributes to the modernization of teaching practice and increases student engagement. O. Kanyuk and N. Dido note that "the development and improvement of this educational direction will contribute to raising the level and improving the quality of educational services" (Kaniuk, & Dido, 2023).

S. Bortnyk notes that the study of the EMI phenomenon can be divided into three main directions. The essence of the first direction is the research of language policies and programmes. The essence of the second direction is the research of students' perceptions and attitudes towards EMI, their level of language proficiency, educational strategies, results and expectations. The third direction of research concerns teachers in higher education institutions. According to their perception of EMI, language proficiency levels, teaching strategies and procedures, and the need for new pedagogical skills are analysed" (Bortnyk, 2019).

The popularity of English has already grown rapidly in recent years (Ellison, 2021). Teachers of the Odesa National Academy of Communications are moving in this direction. P. Vorobienko and G. Kuznetsova note that 'the high level of teaching is ensured by the creation of a high-quality team of teachers due to their preliminary training and with the involvement of native English speakers. The methodological support of the educational process was created by teachers using modern foreign methods. All types of incentives for teachers and students have been used: moral, social and material' (Vorobienko, & Kuznietsova, 2024).

As institutions of higher education around the world implement EMI, it is important to identify guidelines for developing pedagogical practices that successfully support students in mastering academic disciplines.

The purpose of the study: The purpose of this study is to compare the difficulties in the educational process and develop an active learning approach used by EMI teachers from the UK and Ukraine.

Outline of the main material: In higher education, EMI can be described as 'teaching in English' and much more. It has quickly become the language of international communication, projects, publications, research and teaching. It is a language that serves as a gateway to the world, opening up countless opportunities.

As part of the preparation for this study, the authors undertook professional development training through the 'EMI Teaching' course at the University of Leicester, UK, in August 2024. During the course, a research study was conducted which formed the basis of a poster presentation entitled 'EMI Teaching. Comparing an Ed Practice in the UK and Ukraine'. The aim of the presentation was to defend and promote projects that compare educational practices between the UK and Ukraine. This comprehensive experience provided the authors with both a theoretical and practical basis for a deeper understanding of the specificities of the EMI model in the educational systems of both countries.

The interview was chosen as a reliable method for this study. It provides information from a group of participants to identify general trends, common practices, gathers ideas and knowledge needed for an effective active learning strategy, attitudes of EMI teachers and compares information received from UK and Ukrainian

educators. An interview allows you to collect data to gain a deeper and better understanding. Ten experienced and proactive instructors were selected as participants, representing a range of experience and levels of both CPD and EMI. Participants were asked to reflect on how their active English learning practices could potentially help and improve their approach to teaching in an EMI setting. A thematic analysis was conducted on the transcribed data. Participants were assured of the confidentiality and anonymity of their responses.

One of the main problems in both the UK and Ukraine is the double load on students. They need to master academic content while improving their English language skills. This cognitive load is particularly acute for students in Ukraine, where English proficiency is lower than in the UK. As a result, Ukrainian teachers often have to adopt individual pedagogical strategies that balance the need to understand the subject and to learn English.

Active learning is important because it involves engaging students directly in the learning process through action and discussion, rather than passively receiving information. Here are the main tools of active learning:

- **Think-Pair-Share:** Students think about a topic individually, then pair up to discuss their thoughts before sharing them with the class.

- **Peer learning:** Students explain concepts to each other, strengthening their own understanding by helping their peers.

- **Group work:** Small groups of students collaborate on a problem or project, promoting teamwork and deeper understanding.

- **Classroom Polls:** Instant feedback tools like clickers or online polls to gauge student opinion or understanding.

- **Case studies:** real-world examples for students to analyze and apply theoretical concepts, encouraging practical thinking.

- **Problem-based learning (PBL):** students work to solve complex real-life problems, often with little direction, promoting critical thinking.

- **Interactive modeling and role-playing:** Students take on roles in simulations or debates, helping them explore perspectives and make decisions.

- **Flipped Classroom:** Content is studied at home (e.g., video lectures) while classroom time is used for discussion, activities and problem solving.

- **Tests and self-assessment:** frequent, small quizzes to check understanding and motivation to study regularly.

- **Brainstorming sessions:** Students collaborate to generate ideas on a specific topic, promoting creativity and engagement.

These tools encourage the active participation, collaboration and critical thinking necessary for deep learning.

The techniques of Active Learning are vital to the success and effectiveness of an EMI course for several reasons. Improved understanding and English language skills, increased interaction, effective communication, critical thinking are dynamic tools that greatly increase the teaching and learning experience in an EMI course and engage students, reduce the cognitive overload of EMI. These methods not only promote deeper learning of the material, but also encourage critical thinking and improve language skills in context. However, the success of these approaches depends on the availability of resources.

In addition, terminology in specialized subjects such as biology, medicine and agriculture creates its own problems. Both Ukrainian and British teachers find it difficult to teach technical terms and ensure that students understand the nuances of meaning and pronunciation of these terms. In Ukraine, this challenge is compounded by the fact that EMI is relatively new, so there is a lack of established training practices to effectively address these challenges. In contrast, British teachers benefit from a longer tradition of teaching technical subjects in English, which allows them to use a wider range of didactic strategies.

In both countries, student feedback on their learning experience in EMI classrooms is crucial for improving teaching methods. However, obtaining honest feedback can be difficult. Students may be reluctant to admit that they do not fully understand the material, especially in the UK where there is often a larger group of international students with varying levels of English. In such cases, British teachers may resort to translation, switching between English and the students' native language to explain complex concepts. This approach is less common in Ukraine, where teaching English is seen as the primary aim and the emphasis is on immersion rather than bilingual teaching.

The pedagogical approaches also differ in terms of how teachers adapt to different levels of English proficiency among students. In the UK, the diversity of students' linguistic backgrounds requires teachers to use flexible teaching strategies that can accommodate a wide range of language abilities. This often includes the use of bilingual resources to help bridge the gap between content knowledge and language acquisition. In Ukraine, where the student population is more homogeneous in terms of mother tongue, the focus is on developing English language skills to meet the demands of EMI, which can often overshadow content mastery.

Another area of concern is the use of technology and resources in EMI classrooms. In both the UK and Ukraine, teachers use tools such as Kahit, Wordwall, YouTube, Quizlet, Reverso, Deepl, Beelinguapp, BBC learning, Busuu, British Council courses to create an interactive learning environment. These resources help reduce the language

load on students and make the learning content more accessible. However, access to these tools is uneven, as British teachers tend to have more technical support than their Ukrainian counterparts. Despite these differences, both groups of teachers agree on the importance of active learning as a key pedagogical approach in EMI settings.

The controversial issue is mentioned (by UK educators) as technology such as artificial intelligence advances, the need for teachers may be greatly reduced in the future. Ukrainian educators insist on the importance of interpersonal and social relationships, their dynamics, visualization of Ed content, use of data obtained through artificial intelligence, as a more accurate definition of students' needs and offering them more appropriate support. It better reflects the individual characteristics of students and quickly adapts to their needs.

Conclusions. While EMI in the UK and Ukraine presents different challenges, there are valuable lessons to be learned from both contexts. The long history of EMI in the UK provides insights into effective learning strategies and resource utilisation, while the emerging EMI landscape in Ukraine offers opportunities for innovation and adaptation. Participants suggested that the future of EMI depends not only on government policy, but also on the evolution of the status of English as a key component of globalisation.

In addition, the provision of individual support, both emotional (to develop motivation and critical thinking) and academic, ensures that students are well prepared for success. By combining technology and human interaction, educators can create a synergy that leads to optimal educational outcomes.

Targeted advertising, content marketing, email campaigns, partnerships and collaborations, SEO optimization, discounts help to attract the right audience and increase the number of participants in CPD and EMI programmes.

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ОСОБЛИВОСТІ МОДЕЛІ ЕМІ ЯК ОСВІТНЬОГО ПІДХОДУ У ВЕЛИКОБРИТАНІЇ ТА УКРАЇНІ

Курси та тренінги безперервного професійного розвитку (CPD) є важливими для вчителів, які хочуть покращити свої знання, навички та навички протягом своєї кар'єри. Сучасні підходи до викладання предметів іноземною мовою, зокрема англійською, стикаються з рядом проблем. Це дослідження має на меті порівняти та

розробити підходи, які використовують викладачі середньої англійської мови (EMI) у Великобританії та Україні. У цих європейських країнах EMI розглядається як ключовий елемент інтернаціоналізації вищої освіти. Однак викладання навчальних предметів англійською важко, особливо для тих, для кого вона не є рідною. Результати дослідження передбачають використання методу Active Learning при впровадженні моделі EMI у Великій Британії та Україні.

Ключові слова: Англійська середня інструкція (EMI), педагогічні виклики, англійська мова, активне навчання, освітні технології, культурний контекст.

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ГРОМАДОЦЕНТРИЧНІ ТЕХНОЛОГІЇ В РОБОТІ МЕНЕДЖЕРІВ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ

У статті розглянуто громадоцентричні технології як ключові інструменти, що забезпечують ефективність діяльності менеджерів соціокультурної сфери в умовах сучасного суспільства і забезпечують інтеграцію індивідуальних і колективних зусиль членів громади, спрямованих на задоволення культурних, освітніх і соціальних потреб. Підкреслено, що використання громадоцентричних технологій передбачає низку важливих методів і підходів, серед яких соціальна анімація, технологія іміджування, соціальні комунікації та співтворчість. Соціальна анімація забезпечує можливість громадянам брати участь у культурних ініціативах, сприяючи розвитку їхніх творчих і соціальних здібностей. Іміджування відіграє важливу роль у формуванні позитивного сприйняття не лише культурного продукту, а й самого менеджера, що підвищує рівень довіри до організації та її ініціатив. Соціальні комунікації створюють умови для активного обміну інформацією, формуючи діалог між членами громади та її лідерами. Важливим компонентом є також співтворчість, яка розглядається як інструмент залучення громади до спільної діяльності та реалізації значущих проєктів, що дозволяє формувати спільні цінності. Розглядаючи громадоцентричні технології, охарактеризовано такі організаційні процеси, як планування, комунікація, правове забезпечення та маркетинг соціокультурних заходів, зокрема фестивалів, які є однією з найефективніших форм співтворчості. Наведено рекомендації для менеджерів щодо використання інноваційних маркетингових інструментів, таких як event-маркетинг, вірусний маркетинг та соціальні мережі, які сприяють популяризації соціокультурних проєктів та залученню ширшої аудиторії.

Висновки акцентують на важливості інтеграції різних галузей знань для досягнення успішного управління соціокультурними процесами та підкреслюють необхідність постійного підвищення кваліфікації менеджерів.

Ключові слова: громадоцентричні технології, менеджмент соціокультурної діяльності, соціальна анімація, іміджування, співтворчість, соціальні комунікації, залучення громади, культурні проєкти, соціальна згуртованість, інноваційний маркетинг.

Постановка проблеми. Проблематика громадоцентричних технологій в роботі менеджерів соціокультурної діяльності є важливим аспектом сучасного стратегічного розвитку суспільства, спрямованим на покращення якості життя громадян у процесі децентралізації та демократизації державного управління. Сучасна регіональна політика України передбачає створення умов для соціально-економічного зростання та згуртованості територіальних громад, що є ключовим елементом побудови конкурентоспроможної та демократичної країни. У цьому контексті регіональний розвиток фокусується на максимально ефективному використанні внутрішніх ресурсів та потенціалу громад, сприяючи зміцненню їхньої економічної стабільності, соціальної інтеграції та екологічної стійкості.