

**MODERN TRENDS IN FOREIGN LANGUAGE
TEACHING
AT HIGHER EDUCATIONAL ESTABLISHMENTS:
HOLISTIC, TRAUMA-SENSITIVE, AND PEACE
EDUCATION
OF EFL TEACHERS IN HARD TIMES**

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INTRODUCTION

In times of war, natural disasters, the role of educators, especially those teaching English as a Foreign Language (EFL) in higher education, extends far beyond linguistic instruction. Language educators have a special mission: they do not merely teach a language, they teach how to communicate and find mutual understanding. For teacher trainers, this reality demands a fundamental rethinking of how we prepare future EFL teachers to meet the urgent and complex needs of learners affected by conflict, trauma, and displacement. As Ukraine endures the consequences of full-scale war, EFL teaching has become inseparable from the broader missions of healing, peacebuilding, and resilience cultivation within the educational space. And all those aims can be achieved in communication, which is the key focus of any language teacher.

This chapter offers a strategic reflection for teacher educators on how to redesign EFL teacher preparation programs to integrate holistic education, trauma-sensitive pedagogy, socio-emotional learning (SEL), and peace education within the framework of contemporary language teaching. These orientations are not merely something to add to instruction, but they are essential for working in war-affected classrooms where students are not only learning English, but also rebuilding trust, identity, and hope.

Holistic education focuses on the whole learner: mind, heart, body, and spirit. We should educate busy minds, warm hearts, sound bodies, and high spirit. In wartime context, EFL teachers must be trained to support and respond to learners not only as students of a FL but as individuals navigating grief, instability, and uncertainty; how to teach learners to over-

come and live their best lives under the circumstances. This demands that teacher education programs develop pre-service teachers' capacities for empathy, ethical mind, emotional literacy, and reflective practice. There is a necessity to include modules on the psychology of trauma, student-teacher relationships in conflict zones, and the design of a safe and inclusive educational environment.

A core component of teacher education must be Peace Education (PE)¹.

Definitely, teacher trainers must also guide pre-service teachers in applying a conflict-sensitive approach. It involves anticipating the impact of the sociopolitical environment on the classroom, maintaining neutrality, and avoiding politicized or separation-like content while fostering open dialogue when appropriate. In bilingual or multicultural settings, sensitivity to linguistic identity and diversity becomes especially important. The formation of foreign language communicative competence should support student identity and experiences while offering tools for peaceful communication and intercultural competence.

The conflict-sensitive approach is strongly connected with trauma-sensitive pedagogy, which helps future teachers understand how trauma affects language acquisition, mind, memory, attention, behavior, etc., and teach taking into account those facts. EFL teacher trainees should be equipped with strategies to create predictable, calm, and flexible learning environments. They should learn how to recognize signs of distress, how to adjust linguistic content, assess accordingly, and how to provide communicative competence formation to empower students rather than overwhelm them. Such activities as storytelling, drama-based teaching, group work, choice-based tasks help in supporting the process of healing and engaging in learning.

To heal students who suffered trauma, we can utilize the integration of socio-emotional learning (SEL) into EFL teacher education². SEL helps educators in the development of students' emotional intelligence, resilience, interpersonal communication, self-regulation, and reflective skills. Such skills are essential in both personal development and the development of communicative competence. EFL becomes not just a subject to be mustered, but a medium to build relationships, process emotions, and recover a sense of agency.

¹ Duffy C. Defining Peace. *Language and Civil Society E-Journal: Peace Education*. URL: <https://americanenglish.state.gov/resources/language-and-civil-society-e-journal-peace-education#child-642> (дата звернення: 20.04.2025).

² Dmitrenko N., Panchenko V., Hladka O., Shkola I., Devitska A. Social Emotional Learning in Pre-Service EFL Teachers' Formative Assessment in Crisis Times. *LLT Journal: A Journal on Language and Language Teaching*. 2024. URL: <https://e-journal.usd.ac.id/index.php/LLT/article/view/9837> (дата звернення: 20.04.2025).

Finally, the professional formation of EFL teachers in wartime settings must be deeply reflective and research-informed. Teacher education programs should incorporate critical inquiry into how war, trauma, and displacement shape language teaching and learning. Action research, case studies, peer observation, journaling, etc., can help future teachers develop self-awareness and professional competence required in classrooms affected by trauma. Resilience, engaging, caring, supportive language can be taught, so that teachers could become a model of peace communication for their students.

Training EFL teachers in the principles of peace education is crucial in hard times. It is a teacher who educates the next generation. And it is our responsibility what kind of socium we will live in. Teacher education must extend beyond methodology and linguistics to include the emotional, ethical, peaceful dimensions of teaching. EFL educators, as both language instructors and peacebuilders, can support students in reimagining their future and utilize their communicative competence peacefully in all other spheres of their lives.

1. Holistic EFL Teacher Education

It seems that the current educational landscape presents unprecedented challenges, though, unfortunately, humanity experiences global shocks from time to time: there were the pandemic of Spanish flu, revolutions, and World War I a hundred years ago. Nevertheless, civilizations strive for further development. The only wise action we need is to take into account the knowledge gained from everything we experience.

The historical experience demonstrates that we, as pedagogists, should take responsibility to educate the next generation with peace in mind. To achieve the aim, it is necessary to take up the principles of holistic education. The peculiarities of the discipline “English as a Foreign Language” compared to other disciplines (communicative competence formation, which helps students to develop in any spheres of their lives), provide us, as educators, with the possibility to develop students’ personalities in awareness of the necessity of development in peace. Every student should be aware of his or her responsibility to maintain peace. Particularly students affected by war could become the ambassadors of peace. And due to the high level of their foreign language communicative competence, they can disseminate the ideas of peace all over the world.

As educational institutions adapt to these challenging circumstances, there is a need to reimagine how we educate future EFL teachers to address not only linguistic competences but also the emotional, psychological, and social dimensions of learning in hard times. This chapter explores holistic EFL teachers education to integrate it into teacher education programs.

Holistic education represents a multidimensional approach that addresses the cognitive, emotional, social, and physical development of students³.

When applied to EFL teacher education, this approach transforms linguadidactic beyond linguistic competence.

According to recent research on educational frameworks, the holistic approach transforms traditional instruction by focusing on development, rather than on academic achievements only⁴. When applied to EFL teacher preparation, holistic education transforms linguadidactic beyond linguistic competence. The holistic approach to education embodies several fundamental principles relevant to EFL teacher preparation. As outlined in recent research, these include “educating for human development, honoring students as individuals, emphasizing experimental learning, and spiritual dimensions of education”⁵. For EFL educators, these principles cultivate teachers’ capacities to facilitate communicative competence while supporting students’ personalities development.

The four keys of holistic education – learning to learn, learning to do, learning to live together, and learning to be – provide a framework for EFL teacher preparation⁶. These key points impact the competencies that future EFL teachers should develop. The first key point – learning to learn – implies the rising teachers’ capacities for continuous professional development, adaptation, and critical inquiry. The second key point – learning to do – indicates building practical teaching skills, methodological flexibility, and competencies in ICT usage for diverse educational needs. The third key point – learning to live together – means fostering intercultural competence, conflict resolution abilities, and community-building skills. The fourth key point – learning to be – cultivates teachers’ self-awareness, ethical orientation, emotional intelligence, and professional identity.

Nowadays in Ukraine and in any regions affected by conflict, these holistic dimensions become even more crucial as the classrooms transform into spaces for rebuilding trust, learning to manage emotions and trauma, and fostering resilience. Therefore, teacher preparation programs should expand beyond language teaching methodologies to address broader educational needs. To overcome trauma (the result of hard times) we should learn how to manage our emotions. Social-emotional learning (SEL) integration in EFL teacher preparation can help us to achieve the aim.

³ Miller R. What is holistic education? *Encounter: Education for Meaning and Social Justice*. 2007. Т. 20, № 3. С. 6–12.

⁴ UNIS Hanoi. Holistic approach to education. URL: <https://articles.unishanoi.org/holistic-approach-to-education/> (дата звернення: 20.04.2025).

⁵ UNIS Hanoi. Holistic approach to education. URL: <https://articles.unishanoi.org/holistic-approach-to-education/> (дата звернення: 20.04.2025).

⁶ UNIS Hanoi. Holistic approach to education. URL: <https://articles.unishanoi.org/holistic-approach-to-education/> (дата звернення: 20.04.2025).

Recent research emphasizes the importance of developing social-emotional learning instructional competence among pre-service EFL teachers⁷. This competence helps teachers to implement SEL principles in their teaching practices, addressing both their students' and their own emotional needs. Teacher educators should focus on developing five core SEL competencies in future EFL teachers. The first one is self-awareness. To overcome trauma we need to learn to recognize our emotions, our strengths, limitations, and cultural biases. The second is self-management competence which equips teachers with strategies to regulate emotions, maintain focus, and demonstrate resilience when faced with challenging classroom situations. The third competence is cultural awareness. It is about teachers' capacities for empathy, perspective-taking, and cultural sensitivity. The fourth competence is connected with relationships. We need to teach pre-service teachers to establish supportive teacher-student relationships, facilitate constructive dialogue, and create inclusive classroom communities. The fifth competence is about enhancing teachers' ethical reasoning and judgement when navigating complex pedagogical and interpersonal situations.

The integration of SEL into EFL teacher preparation requires both explicit instruction and modelling. Teacher educators should design courses that incorporate reflective activities, role-play scenarios, and case studies related to emotional challenges in language classrooms. Moreover, the educational environment itself should exemplify the SEL principles. Teacher educators need to prepare future EFL instructors to recognize signs of emotional distress, provide appropriate support, and know when to refer to specialists.

Reflective teaching stands as an essential foundation for enhancing teachers' professional growth and adaptability, particularly in challenging contexts. Recent research indicates that reflective practices help teachers critically evaluate their pedagogical approaches and continuously and improve their effectiveness⁸. To develop reflective competence, EFL teacher preparation programs should incorporate guided journaling. This is

⁷ Nguyen T.T.H., Nguyen H.T.T. Assessing social-emotional learning instructional competence among EFL pre-service teachers at a Vietnamese pedagogical university. *European Journal of English Language Studies*. 2023. № 3(2). URL: <https://www.ejels.com/assessing-social-emotional-learning-instructional-competence-among-eFL-pre-service-teachers-at-a-vietnamese-pedagogical-university> (дата звернення: 20.04.2025).

⁸ Wulandary D., Amrullah A. The role of reflective teaching practice on EFL teacher's professional development: Insight from a West Nusa Tenggara Language Centre. *International Journal of Multicultural and Multireligious Understanding*. 2023. Vol. 10, No. 4. P. 243–254. URL: <https://ijmmu.com/index.php/ijmmu/article/view/4789> (дата звернення: 20.04.2025).

a technique when pre-service teachers document and analyze their teaching experiences, emotional responses, and all the activities they use while teaching English. In addition, it is useful to organize peer observation and feedback, which could be held as video analysis. We can record and review teaching demonstrations to identify strengths and areas for growth. It is also beneficial to provide action research projects, engaging pre-service teachers to inquire about their own teaching practices and student learning. To systemize everything, future teachers have learnt, we can organize reflective discussions. For doing that it is necessary to create safe spaces for collective reflection on challenging scenarios, particularly those related to conflict, trauma, and cultural tensions.

2. Trauma-Informed Pedagogy

Preparing EFL teachers to work effectively with students who have experienced trauma represents a critical dimension of holistic teacher education. Research indicates that many displaced students bear traumatic experiences that significantly impact their learning, including language acquisition⁹. Teacher preparation programs must therefore develop educators' understanding of trauma signs and equip them with strategies to create supportive learning environments.

The application of trauma-informed pedagogical approaches to online teaching with displaced students highlights innovative practices that can be integrated into EFL teacher preparation¹⁰. These approaches state that trauma can affect attention, memory, emotional regulation, and social interaction – all factors that influence language learning process.

Among key components of trauma-sensitive pedagogy that should be included in EFL teacher preparation can be named:

1. Understanding trauma's impact on learning. Educate pre-service teachers about how traumatic experience affects cognitive processes, behavior, and engagement in language classrooms.

2. Creating predictable environments. Teaching strategies for establishing clear routines, expectations that provide security for trauma-affected learners.

⁹ Birtwell J.J. Towards a trauma-informed pedagogy for EFL teaching with displaced students online. Refugee Education Special Interest Group. 2023. August 27. URL: <https://refugeap-network.net/2023/08/27/towards-a-trauma-informed-pedagogy-for-eft-teaching-with-displaced-students-online/> (дата звернення: 20.04.2025).

¹⁰ Birtwell J.J. Towards a trauma-informed pedagogy for EFL teaching with displaced students online. Refugee Education Special Interest Group. 2023. August 27. URL: <https://refugeap-network.net/2023/08/27/towards-a-trauma-informed-pedagogy-for-eft-teaching-with-displaced-students-online/> (дата звернення: 20.04.2025).

3. Building relationships and trust. Developing teachers' capacities to establish safe connections with students while respecting appropriate boundaries.

4. Offering choice and agency. Training teachers to design activities that give students control over aspects of their learning, promoting a sense of empowerment.

5. Adapting assessment practices. Preparing teachers to implement flexible, low-stress evaluation methods that meet the needs of trauma-affected learners.

Practical training in trauma-sensitive EFL teaching might include role-playing, case study analyses, and supervised practicum experiences in settings with trauma-affected students. Teacher educators should also model trauma-sensitive approaches in their own instruction, demonstrating how to handle sensitive topics, respond to emotional triggers, and create classroom communities where all students feel safe to participate, demonstrating peace-oriented education.

3. Peace Education in EFL Teaching

The integration of peace education and conflict-sensitive approaches into EFL teacher preparation has gained increasing importance. In the Declaration on a Culture of Peace, peace is referred to as not only is the absence of conflict, but also requires a positive, dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation¹¹. The cultivation of PE must be within EFL instruction. Future English teachers should be trained to use the language classroom as a platform for promoting nonviolence, intercultural dialogue, tolerance, and critical thinking about conflict and justice. Material selection, classroom discourse, and thematic focus should be critically examined to avoid reproducing stereotypes or unintentionally retraumatizing learners. Instead, they should support narratives of solidarity, dignity, and global citizenship. The English classroom, in this sense, becomes a microcosm of democratic values and a space of cultural mediation.

Research shows that language education provide unique opportunities for promoting dialogue, mutual understanding, and peaceful coexistence¹². Therefore, it is necessary to develop educators' capabilities to attach these opportunities while navigating potential challenges and develop educators'

¹¹ United Nations. Rio Declaration on Environment and Development. *United Nations Digital Library*, 1992. URL: <https://digitallibrary.un.org/record/285677> (дата звернення: 20.04.2025).

¹² Inter-agency Network for Education in Emergencies. Conflict sensitive education. INEE. URL: <https://inee.org/collections/conflict-sensitive-education> (дата звернення: 20.04.2025).

awareness of how language teaching can either contribute to peace in society.

Several key dimensions can be distinguished in the holistic approach to preparing peace-oriented language teachers. Among them, critical analysis of teaching materials. It is necessary to train teachers to evaluate textbooks and resources for biases, stereotypes, or content that might reinforce divisions. In addition, it is crucial to build teachers' capacities to facilitate respectful discussions about hard topics while maintaining a classroom environment. Moreover, intercultural competence development will prepare teachers to foster intercultural understanding through thoughtfully designed language activities.

Recent explorations of peace education in language learning emphasize the importance of integrating peace education theory with practical applications for language educators¹³. That means EFL teacher preparation programs should include instruction in peace education.

To highlight the possible way of peace education, the following example could be suggested: Role Play – Peace Communication Scenarios.

Goal: Practice nonviolent, inclusive communication strategies in teaching.

Scenario examples:

1. Two students disagree about a sensitive historical event.
2. A student makes a culturally insensitive comment.
3. A student refuses to participate due to emotional distress.

Instructions:

Act out the scenario in pairs: teacher and students

Use English to model:

Calm de-escalation

Validation of different views

Inclusive language and restorative dialogue.

Debrief: How did your language create (or disrupt) a peaceful environment?

Possible scenario:

Student A: I just think what happened was completely unjustified and people should take responsibility.

Student B: That's not fair! You're ignoring the context of what our country went through.

Teacher:

(calm tone)

¹³ Oxford R.L., Olivero M. (eds). Peacebuilding in language education: Innovations in theory and practice. Multilingual Matters, 2023. URL: <https://dokumen.pub/peacebuilding-in-language-education-innovations-in-theory-and-practice-9781788929806.html> (дата звернення: 20.04.2025).

Well, let's pause here. I see both of you sharing strong feelings, which shows you care deeply about this topic. Thank you for being honest.

(validation)

Student A, you are highlighting the importance of accountability.

Student B, you are bringing in historical context the challenges your country faced.

Let's remember that different narratives exist, and we are here to understand, not judge.

Can we take a moment to reflect on what both views are teaching us about how history is experienced differently?

What do you each need from this discussion to feel heard and respected?

We could role play such scenarios which match the content of the class. So, the first step of an EFL teacher should be the analysis of the content, materials of a certain unit or module. The results of the analysis will highlight the possible scenario for peace education.

Thus, transforming EFL teacher preparation to embrace holistic approach requires thoughtful curriculum redesign and innovative instructional methods. Based on emerging research and practice, the following components should be considered essential elements of comprehensive teacher education programs:

1. Integrated course design. Rather than treating trauma-sensitive approaches, SEL, reflective practice, and peace education as separate add-ons, these elements should be integrated in the curriculum.

2. Field experiences (teaching practice) in diverse settings. It is useful to organize supervised practice with displaced students, multicultural classrooms, or community-based language programs.

3. Collaborative projects. Pre-service teachers can develop teamwork skills and collective problem-solving abilities through initiatives addressing real educational challenges in their communities.

4. Technology integrated with purpose. Digital tools should be incorporated not merely for efficiency but to enhance connection, promote dialogue, and create learning opportunities for individual needs.

While the benefits of holistic approach to EFL teacher preparation are substantial, several challenges must be addressed for successful implementation. First, teacher educators themselves may require additional training and support to effectively model and teach holistic approaches. Professional development here is a crucial investment in program transformation.

Second, programs should carefully consider how to integrate new elements without sacrificing essential language teaching competencies. This may require restructuring existing courses, or developing more efficient approaches to the content.

Third, assessment of holistic teacher competencies has unique challenges. Traditional evaluation methods may not adequately capture teachers' abilities to create emotionally supportive environments, respond to trauma, or foster intercultural understanding. Innovative assessment approaches, including portfolio development, simulation exercises, and reflective projects, may better evaluate these complex competences.

Looking ahead, several promising directions may be used for the continued development of holistic EFL teacher preparation:

1. Research partnerships for collaboration between teacher education institutions and researchers studying trauma, holistic personality development, and peace culture can improve and contribute to educational programs.

2. International exchanges can enhance intercultural competence and provide diverse perspectives. Exchanges can be virtual or in-person between pre-service teachers.

3. Community engagement allows to strengthen connections between teacher preparation programs and the communities they serve, particularly in hard times. This direction ensures that education responds to actual social needs and contributes to promoting peace culture.

CONCLUSIONS

This chapter equips teacher trainers with conceptual tools and strategies necessary for guiding transformation to holistic education. In this way it contributes to the broader project of reimagining education not only as a response to war, but as a foundation for peace.

The preparation of EFL teachers for nowadays complex educational landscapes requires a fundamental shift toward holistic approaches that address the multidimensional nature of language teaching and learning. By integrating trauma-sensitive, social-emotional, reflective practices, and peace education principles, teacher education programs can develop educators who are equipped not only to teach English effectively but also to contribute to healing, resilience-building, and peaceful coexistence in the society. EFL teachers should move beyond linguistic instruction to foster educators who are reflective, emotionally intelligent, trauma-aware, and agents of peace. They are competent to create predictable, calm, and flexible routines, using teaching strategies like storytelling, group work, journaling.

Teacher educators bear a significant responsibility in this transformation, as they need to model the approaches they seek to develop in future teachers. Through thoughtful program design, innovative instructional methods, and commitment to addressing the whole teacher, they can nurture a new generation of EFL educators prepared to meet the challenges of teaching in hard times. The role of EFL teachers should be expanded.

The EFL teacher is not just a language instructor but healer, peacebuilder, and guide through trauma. Thus, holistic, trauma-sensitive, and peace-oriented education are essential, not optional frameworks for teacher training in crisis contexts. It means that empathy, emotional literacy, and reflective practice are just as critical as grammar and pronunciation. Socio-emotional learning supports healing and builds communicative competence rooted in emotional intelligence. All those approaches create the classroom as a safe space. The EFL class becomes a microcosm for mutual understanding, care, freedom, support, and peace.

Ultimately, holistic EFL teacher preparation represents an investment not only in more effective language education but also in more just, compassionate, and peaceful societies. By recognizing the potential of language classrooms as spaces for transformation beyond linguistic competence, we acknowledge the profound responsibility and opportunity that language teachers hold in shaping the future. Our task is not merely academic – it is ethical and civic: to help the next generation reclaim language as a tool for healing, dignity, and peace.

SUMMARY

This study explores modern trends in preparing English as a Foreign Language (EFL) teachers within higher education, focusing on holistic, trauma-sensitive, and peace-oriented approaches in crisis contexts, particularly during wartime in Ukraine. It highlights the expanded role of EFL educators, who go beyond linguistic instruction to foster healing, resilience, and peacebuilding among learners affected by conflict, trauma, and displacement. The research emphasizes the integration of holistic education, socio-emotional learning (SEL), trauma-sensitive pedagogy, and peace education into teacher preparation programs to address the emotional, psychological, and social needs of students.

Key findings suggest that EFL teacher training should cultivate empathy, emotional literacy, and reflective practice while incorporating strategies like storytelling, group work, and choice-based tasks to create a safe, inclusive learning environment. The study promotes intercultural competence formation and peaceful communication. It also advocates for reflective practices, such as journalling and action research, to enhance teacher's professional growth and adaptability in trauma-affected classrooms.

Ultimately, the research positions EFL teachers as not only language instructors but also as peacebuilders and healers, contributing to just and compassionate societies through transformative education.

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