

переміщення. Деяким людям стає недостатньо власних ресурсів і вони вже потребують допомоги зі психолога або психотерапевта. Як уважає дослідниця, етап кризи ідентичності в процесі пристосування біженців до нових умов життя неминучий, успішне подолання цієї проблеми призводить до розвитку більш зрілої особистості.

Отже, процес адаптації до умов життя за кордоном у вимушених переселенців протікає набагато складніше, ніж у тих, хто приїхав добровільно, оскільки в цьому випадку зачіпаються найглибші шари особистості, такі як ідентичність. Це питання потребує більш ґрунтовного вивчення, тому воно стане темою наших подальших досліджень.

ПІДСЕКЦІЯ
ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ СУЧАСНОЇ ФІЛОЛОГІЇ

O. Bilyk, A. Borysova, A. Jurane-Bremane

**SHORT-TERM PROGRAM OF INTERNATIONAL ACADEMIC MOBILITY:
ORGANIZATION AND PARTICIPATION EXPERIENCE**

О. Білик, А. Борисова, А. Журане-Бремане

**КОРОТКОСТРОКОВА ПРОГРАМА МІЖНАРОДНОЇ АКАДЕМІЧНОЇ
МОБІЛЬНОСТІ: ДОСВІД ОРГАНІЗАЦІЇ ТА УЧАСТІ**

According to the requirements of the contemporary educational process and the demands of the information society, the participation of scientific and pedagogical staff of higher education institutions in international academic mobility programs is a mandatory condition for ensuring the quality of teaching. One of the most popular among them is Erasmus+ — a program of the European Union international collaboration of with other countries in the fields of education, youth and sports, supporting opportunities for educational and academic mobility, projects and partnerships, development of strategies, and cooperation. Within the framework of this program, important cooperation networks of universities are formed (Gadár), which can also serve as one of the performance indicators of universities (Kosztján). The Erasmus+ program opens up significant opportunities for higher education staff to develop professional competencies and acquire international communication skills, allows familiarization with international teaching experience and organization of the educational process, and establishes contacts with the representatives of higher education institutions not only from European countries but also worldwide.

More and more Ukrainian higher education institutions are joining this program. In 2023, Kharkiv State Academy of Culture also got the opportunity to join and participate in this program due to the cooperation with Vidzeme University of Applied Sciences in Valmiera, Latvia. In October 2023, according to the contract “Erasmus+ Programme Inter-institutional agreement Key Action 1 Learning mobility for higher education students and staff between EU Member States and third countries associated to the Programme and third countries not associated to the Programme”, signed between Kharkiv State Academy of Culture and Vidzeme University of Applied Sciences on September 12, 2023, the scientific and pedagogical staff of Kharkiv State Academy of Culture participated in a Blended Intensive Programme of international academic mobility “Innovative Methods for Future Skills” (identifier BIP: 2021-1-LV01-KA131-HED-00008485-1).

The primary goal of the Academy staff participation in the mobility program was to foster the development of pedagogical skills related to the application of innovative teaching methodologies within institutions of higher learning, familiarization with the structuring of educational processes in European universities, acquisition of practical skills in employing multimedia and virtual reality in the delivery of educational modules, and effective strategies and means for intercultural and media communication. Meanwhile, the programme provided exposure to contemporary pedagogical technologies and educational frameworks. The mobility initiative was meticulously organised, ensuring optimal conditions for its realisation and subsequently allowing participants to glean valuable experience pertaining to the organisation and implementation of such events.

It is noteworthy to mention the high level of the programme organisation. At the preparatory stage, the staff of the International Department of Vidzeme University of Applied Sciences conducted substantial work: participants were provided with all necessary information regarding organisational matters, requisite agreements were concluded, and detailed explanations were given concerning issues related to the arrival and accommodation of the programme participants. This attests to the high level of executive culture in the university that organised the programme. It is also worth noting high professionalism and respect to each participant introduced by the university staff, the creation of comfortable conditions as well as constant support throughout the entire duration of the stay in Latvia.

The activities envisioned by the programme were substantive, logically structured, and pertained to the issues relevant to the scientific and pedagogical staff. Seminars and workshops conducted within the programme were dedicated to contemporary problems of higher education, and the information presented therein is pertinent for shaping the pedagogical competencies of higher education personnel required for the modern educational process. In particular, seminars on artificial intelligence in education, media and information literacy, virtual reality in academic environments, multimedia communication, and I-Living Labs contained contemporary and relevant information that will enhance teaching and elevate the professional level of scientific and pedagogical staff.

The workshop concerning the organization of work with foreign students was particularly intriguing and substantive. During this session, the participants practised valuable skills in intercultural communication and the organization of socio-psychological support for foreign students. Additionally, participants were able to acquire relevant and modern skills during a workshop on SIMGames.

All the participants gleaned much valuable information during a master class on Latvian language and culture. This session showcased interesting methods for teaching Latvian to foreigners and presented engaging facts about Latvian culture and the traditions of the Latvian people.

The cultural program proposed by the organisers was also fascinating, substantive, and well-structured: excursions and a socialising evening featuring traditional Latvian dishes facilitated acquaintance with the national traditions and culture of Latvia and created a friendly atmosphere for intercultural communication and initiating new international contacts for all programme participants. Presentations delivered by the participants about their universities were valuable for establishing international contacts, allowing attendees to gain an understanding of the educational opportunities and specificities of each higher education institution. Additionally, presentations of innovative teaching methods by

programme participants enriched everyone present at the session with new knowledge regarding the use of cutting-edge pedagogical technologies and served as a stimulus for creative exploration and transformation of participants' own teaching systems, improving individual trajectories for professional development and self-realization.

A successful conclusion of the programme was the online day, during which an online meeting of the participants and organizers took place. It was the opportunity for the participants and organisers to summarize their work over the five days and share their impressions, allowing for a reflection. The online meeting was conducted by means of modern methods for virtual meetings, including the use of interactive games and group work. Moreover, online Questionnaire concerning participants' evaluation of Blended Intensive Programme for staff "Innovative Methods for Future Skills" from Vidzeme University of Applied Sciences and the Erasmus+ office served as a format for the reflection on participation in the programme.

Therefore, participation in the staff mobility programme provided conditions to enhance the quality of professional activities, facilitating the development of professional competencies in accordance with contemporary challenges in the educational and sociocultural environment, enabled the application of innovative teaching methods and organization of intercultural communication presented during the program's implementation.

It is particularly noteworthy that participation in the mobility program allowed to expand the worldview, initiate new contacts with the colleagues from many countries, create conditions for professional development, and open opportunities for further collaboration with partners and participation in new creative international projects. Participation in the blended intensive program of international academic mobility "Innovative Methods for Future Skills" under Erasmus+ is highly beneficial, effective, and productive. It permits the acquisition of valuable experience in interpersonal intercultural communication, expands one's professional and cultural perspectives, unveils opportunities for personal and professional self-realization, and ensures an enhancement in the quality of the educational process at Kharkiv State Academy of Culture.

O. Oliinyk

THE IMPACT OF AI ON ENGLISH LANGUAGE LEARNING: BENEFITS, CHALLENGES, AND FURTHER STEPS

O. Олійник

ВПЛИВ ШТУЧНОГО ІНТЕЛЕКТУ НА ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ: ПЕРЕВАГИ, ВИКЛИКИ ТА ПОДАЛЬШІ КРОКИ

Artificial intelligence (AI) technology has taken the field of language learning by storm, revolutionizing the way English students approach their language acquisition journey. In an era characterized by digital innovation and connectivity, the integration of AI tools into language learning has become a popular choice, offering numerous advantages for learners.

The Advantages of Learning English with AI

The adoption of AI technology for learning English has gained momentum, driven by the manifold benefits it offers. Firstly, AI language learning tools provide learners with a flexible and personalized educational experience. These tools offer advanced algorithms