

Висновки. Організація художньо-творчої діяльності дітей дошкільного віку в умовах інклюзивного освітнього середовища є ефективним засобом для забезпечення рівного розвитку всіх дітей у ЗДО. Вона базується на принципах універсального дизайну в навчанні, що сприяє адаптації завдань, матеріалів та методів. Ці методики дозволяють розвивати сенсорні навички, уяву та соціальну взаємодію дітей.

Організація діяльності пов'язана з педагогічними викликами, такими як доступність матеріалів, досвід вихователів та адаптація до індивідуальних потреб. Для їх вирішення необхідні інвестиції в ресурси, підвищення кваліфікації та розробка методичних матеріалів. Перспективи розвитку включають інтеграцію з новими методиками, дистанційне навчання та створення професійних спільнот, що сприятиме розвитку інклюзивної дошкільної освіти.

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THE PROBLEM OF MULTI-LEVEL COMMUNICATION DURING STUDYING THE JAPANESE LANGUAGE AND WAYS TO SOLVE IT

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The Japanese language is one of the Eastern languages that boasts a wide audience of enthusiasts and is considered as an Eastern Language with a broad audience of admirers.

The culture of anime and Japanese computer games characters attract modern youth, sparking a desire to master the language of the distant island country, nation and culture of communication.

When learning Japanese, students face the challenge and encounter the problem of several levels of communication, specifically: the polite and the plain forms. We would like to note that the polite level of communication includes three sublevels:

- 丁寧語 (teineigo), which is used for business communication and for speaking with unfamiliar people;
- 尊敬語 (sonkeigo), which is considered extremely polite and is used to express respect for the interlocutor;
- 謙讓語 (kenjōgo), which simultaneously expresses modesty and humility and, at the same time, elevates the status of the conversational partner and of the person being spoken to.

The 丁寧語 (teineigo) level is characterized by the addition of the suffix -masu (e.g., ikimasu / to go). The 尊敬語 (sonkeigo) level involves special polite forms of various parts of speech (verbs with the suffix -reru (e.g., hanasareru / to speak) / -rareru (e.g., derareru / to go out); the prefix お (o) and the verbal form なる (naru) combined with the second stem of the verb (e.g., oyasumininaru / to rest); the substitution or replacement of the verb with a polite equivalent (e.g., mimasu = goranninarimasu / to look).

Meanwhile, the 謙讓語 (kenjōgo) level includes the prefix お (o) or ご (go) combined with the second base of the verb and the auxiliary verb する (suru) (e.g., ookurisuru / to send, or gosetsumeisuru / to explain); special forms that lower one's own status or inconspicuousness relative to the interlocutors status (e.g., aimasu = omenikakarimasu / to meet). The plain form is friendly and conversational (e.g., asobimasu = asobu / to have fun), and it is also the form we consider formative, meaning that other grammatical constructions are based upon it (e.g., yomukotogadekimasu / to be able to read) [2; 3; 4; 5].

Our observations showed and proved that the plain form and the 丁寧語 (teineigo) level are quite successfully acquired by students due to their repeated occurrence in all types of speech activities. The greatest difficulties arise in communication at the 謙讓語 (kenjōgo) and 尊敬語 (sonkeigo) levels due to the lack of personal experience and practice exercises.

We have found that detailed practice of these communication levels within speaking, reading, writing, and listening can be productive and can yield effective results.

Speaking. Role-playing games and practicing situational dialogues should be employed. Firstly, it is worthwhile to practice pattern models and standard templates to help students understand, adjust and shift their mindset and attitude towards these forms of expressing thought. Then, they should be offered situations in which they must independently develop the scenario and dialogue.

Reading. Printed materials should be offered to engage students' visual memory and be combined with speaking practice, which will facilitate the process of

information perception and comprehension. Tasks with subtitles or excerpts from manga can also be effective here.

Listening. As we currently live in a period of digitalization development and given today's digital era, using video and audio materials is highly relevant and significant. Especially effective are those that engage students' interests: podcasts, short thematic educational videos, selections from anime and TV series, news broadcasts, voice acting exercises and dubbing.

Writing. We note that modern methods and approaches of teaching writing emphasize and prioritize creative activities [1], and we agree with this statement. In our opinion, creative approaches are becoming the basis for various spheres of life, especially education. Students give positive feedback to the following types of new and unusual material acquisition: educational blogs, chats, and messages for social media posts, as they contain a situational aspect that one can always refer to for the correct and appropriate level of communication with native speakers.

We also consider transformation exercises across all communication levels effective:

- 丁寧語 (teineigo) ⇔ 謙讓語 (kenjōgo) (e.g., imasu = orimasu / to be; mōshimasu = iimasu / to speak);

- 丁寧語 (teineigo) ⇔ 尊敬語 (sonkeigo) (e.g., iimasu = osshaimasu / to say; gozonjidesu = shitteimasu / to know) [4].

In conclusion, the most important aspect is to find the right approach to teaching non-standard material on such a complex subject. In our opinion, within reason, teachers should go beyond the boundaries of standards, supplementing, enriching and expanding the knowledge base, with the goal of cultivating well-rounded, capable fostering of worthy students and learners.

Despite the complexity of this issue, it is worth working hard to master the art of multi-level communication, because this is an integral part of the culture of communication with representatives of the Land of the Rising Sun.

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