

# **INNOVATIVE APPROACHES TO SOLVING SCIENTIFIC PROBLEMS**

Proceedings of the XIX International Scientific and Practical Conference

Tokyo, Japan  
May 16 – 19, 2023

## TABLE OF CONTENTS

AGRICULTURAL SCIENCES		
1.	Tazhen K.P., Kazakbaev S.Z., Kaimbayeva L.A., Yerdoskyzy M.S., Bakytaykyzy R.K. PROSPECTS FOR MACHINE MILKING IN KAZAKHSTAN	16
2.	Yezerkovska L., Karaulna V., Karpuk L., Fedoruk Y., Horodyska I. EFFECTIVENESS OF BIOLOGICAL PREPARATIONS FOR GROWING CORN UNDER ORGANIC PRODUCTION	19
3.	Стоянець Н.В. ПЛАНУВАННЯ ЛІСОГОСПОДАРСЬКОЇ ДІЯЛЬНОСТІ В УКРАЇНІ	22
4.	Харчишин В.М., Сенчук М.М., Хрик В.М., Веред П.І., Онищенко Л.С. ЕКОЛОГІЧНА ЕФЕКТИВНІСТЬ ВЕРМИКУЛЬТИВУВАННЯ НА РІЗНИХ ОРГАНІЧНИХ СУБСТРАТАХ	24
ARCHITECTURE, CONSTRUCTION		
5.	Voitovych V. ЕФЕКТИВНЕ ПЛАНУВАННЯ ТА УПРАВЛІННЯ РЕСУРСАМИ В ПРОЦЕСАХ БУДІВНИЦТВА	29
6.	Нізамеєва А.Р., Мединська Н.В. ОСОБЛИВОСТІ ВІДНОВЛЕННЯ ТЕРИТОРІЙ ПІД ЖИТЛОВОЮ ЗАБУДОВОЮ, ЩО ЗАЗНАЛА ПОШКОДЖЕНЬ ВНАСЛІДОК ВІЙНИ	32
BIOLOGY		
7.	Yorkina N., Cherniak Y., Budzak D., Turkovsky D. MELITOPOLSCHINA AS A CENTER OF THE DEVELOPMENT OF A TOURIST AND RECREATION COMPLEX IN THE ZAPORIZHIA REGION	35
8.	Maukenova Zh. REACTION OF THE CARDIOVASCULAR SYSTEM OF THE HUMAN BODY TO PHYSICAL LOAD AT DIFFERENT TIMES OF THE DAY	38
9.	Коц С.М., Коц В.П., Коц В.В. ПСИХІЧНІ ПРИЧИНИ ПОРУШЕНЬ ЗОРУ	40

48.	Gutor L. EDUCATIONAL FEATURES OF UNIVERSITY TEACHING IN JAPAN	207
49.	Kornytska Y. BUILDING A CULTURE OF ACADEMIC INTEGRITY: NURTURING ETHICAL BEHAVIOR AND EXCELLENCE	209
50.	Petryk L. PEDAGOGICAL CONDITIONS OF AN EFFECTIVE INTERACTIVE LEARNING ENVIRONMENT WITHIN PRE-SERVICE PRIMARY SCHOOL TEACHERS' FOREIGN LANGUAGE TRAINING	212
51.	Maksymenko I., Maksymenko A. UKRAINE'S INTEGRATION INTO THE EUROPEAN EDUCATIONAL SPACE	214
52.	Nurasyl M., Nazarov A. COMPRESSION TECHNIQUES FOR SCIENTIFIC TEXT	217
53.	Tymofyeyeva O. SOME ASPECTS OF MARITIME ENGLISH LEARNING STRATEGIES	220
54.	Абраамян К.Г., Грекова А.В., Бурдіна Я.Ф. КОНЦЕПТУАЛЬНЕ КАРТУВАННЯ ПРИ ВИКЛАДАННІ ТЕМИ "БУФЕРНІ РОЗЧИНИ ТА БУФЕРНІ СИСТЕМИ ОРГАНІЗМУ" У ДИСТАНЦІЙНОМУ КУРСІ "МЕДИЧНА ХІМІЯ"	222
55.	Аристова Л.С., Жаворонкіна А.В. ФОРМУВАННЯ КРИТИЧНОГО МИСЛЕННЯ У МОЛОДШИХ ШКОЛЯРІВ НА УРОКАХ МИСТЕЦТВА.	226
56.	Біляр І.Г. ОСОБЛИВОСТІ СТВОРЕННЯ ЗДОРОВ'ЯЗБЕРІГАЛЬНОГО ОСВІТНЬОГО СЕРЕДОВИЩА У НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ	231
57.	Гаврилюк О.А., Засипкіна Л.А., Твердохліб Н.В. ВИКОРИСТАННЯ ПЛАТФОРМИ ZOOM У РОБОТІ ВИКЛАДАЧІВ МИСТЕЦЬКОГО ТА ДОШКІЛЬНОГО СПРЯМУВАННЯ	235

## **PEDAGOGICAL CONDITIONS OF AN EFFECTIVE INTERACTIVE LEARNING ENVIRONMENT WITHIN PRE-SERVICE PRIMARY SCHOOL TEACHERS' FOREIGN LANGUAGE TRAINING**

**Lada Petryk,**

Candidate of Pedagogical Sciences,  
Associate Professor of Foreign Languages and Methodology Department,  
Borys Grinchenko Kyiv University

An effective interactive learning environment for the process of foreign language training of pre-service primary school teachers depends on the organizational and pedagogical conditions. We single out such ones as: teachers' motivation to create an interactive learning environment, and students' one to improve their level of foreign language communicative skills in such an environment; creation of an educational foreign language communicative environment; implementation of effective content and methodical support in the process of pre-service specialists' foreign language training; technical equipment of this process.

We would like to present some ideas about methodical support of the effective interactive learning environment in this material. It is worth mentioning that we consider media tools as one of the structural elements of this support. We define media tools as objects, equipment and materials that ensure the functioning of the media information space in the form of audio, visual, audio and visual messages; and are singled out by the educator to organize an active process of pre-service primary school teachers' foreign language training [2]. Among different types of media, we want to point out interactive media (professionally oriented websites, express surveys, computer programs, social networks, e-mail, digital resources of the Internet, etc.), because they serve to create an interactive learning environment and ensure the quality of foreign language training.

We believe that the use of media tools in the process of foreign language training contributes to the integration of the goals of this training (formation of foreign language communicative skills) and media education (formation of new media skills), which meets the educational challenges of today and expands the horizons of professional training of pre-service teachers and educates successful teachers of today.

Classroom management platforms (Edmodo, Schoology, Dojo, Google Classroom), social networks (Facebook, LinkedIn), messaging systems (Viber, Discord, WhatsApp, Telegram) and their mobile applications have become popular for organizing an interactive learning environment. In the process of foreign language training, these media perform educational and developmental functions.

Creating an interactive learning environment in closed learning communities or classrooms has many advantages in foreign language learning. Firstly, there is a close interaction between the teacher and students, which is built on trust and mutual respect. Students learn a tolerant attitude towards the opinions of others. We also believe that

an informal form of communication with teachers and classmates encourages more educational activities and learning. Secondly, the teacher has the opportunity to build the educational activity of students (posts tasks for the formation of various types of foreign language activities, tests, a journal for evaluating students' educational achievements, etc.), encouraging students to work independently, to manage their own time, etc. Thirdly, conditions for the mobility of pre-service specialists' training are created with the help of these media. Students have the opportunity to study at their own pace, anywhere and anytime. Fourth, the interaction in learning communities or classrooms promotes the development of technological skills. For example, students learn to register in foreign language resources, post messages, download and upload media of various types, etc. And at last, they contribute to the formation of students' foreign language communicative skills (listening, reading, speaking and writing), as well as the development of new media skills. Pre-service teachers gain experience in providing advice, recommendations, praise, suggestions, support, etc. using a foreign language [1].

An interactive learning environment requires may integrate a combination of other various media that the teacher adds to the community before, during or after the class. Let us notice some of them. They are digital images and photos, collages, comics, emojis, quizzes, timelines, screenshots, e-newspapers, word clouds, GIFs, posters, mind maps, infographics, QR codes, clusters, audio recordings, podcasts, films, cartoons, interactive video, tutorials, audio books, online dictionaries, etc. It is possible to work with such tools synchronously or asynchronously

The above-mentioned media tools contribute to the use of a number of active methods of learning foreign languages, namely: discussion, demonstration, interactive exercises, storytelling, creative tasks, search work, analysis of problem situations, comparison, audio recording, photography, filming, collaging, web quests, case method, brainstorming, educational games, project method, language portfolio, reflection exercises, self-assessment, peer-assessment, feedback, formative assessment, electronic testing, etc.

### **References**

1. Petryk L. Interactive educational environment of the process of foreign language training of future primary school teachers. *Innovative pedagogy*. 2020. 2 (25). P. 138-142. Retrieved from DOI <https://doi.org/10.32843/2663-6085/2020/25-2.27> (the date of access: 14 May, 2023)
2. Petryk L. V. (2021). Media-didactic support of the process of future primary school teachers` foreign language training. *Educological discourse*. 1 (32). P. 112-128. Retrieved from <https://doi.org/10.28925/2312-5829.2021.1.8> (the date of access: 14 May, 2023)