

Наукова платформа І

**ПСИХОЛОГІЧНІ ТЕХНОЛОГІЇ РОЗВИТКУ
ТА ВІДНОВЛЕННЯ ОСОБИСТІСНИХ РЕСУРСІВ
В УМОВАХ ВОЄННОГО СТАНУ**

**SPECIFIC TECHNIQUES FOR PERSONAL RESOURCE
DEVELOPMENT IN WARTIME: INSIGHTS FROM EMI
PROGRAM INTERVIEW RESEARCH**

Antonets M. O., Mykhailenko H. H.

*Poltava State Agrarian University,
Kremenchuk Mykhailo Ostrohradskyi National University
antmarina63@yahoo.com, galinaresetnikova2@gmail.com*

These days, students of higher education in Ukraine suffer from the direct and indirect negative effects of this terrible war. Some students ended up in the occupied territories, some became forced migrants, some went abroad. The educational process is often interrupted by air raid sirens. Students are forced to study in shelters, hiding from the shelling. They are in a state of psychological stress.

In order to restore the personal resources of student youth in the challenging conditions of martial law, it is advisable to introduce innovations in the educational process that will contribute to the improvement of the emotional state and influence the development of thinking. Globalization leads to the need for students of higher education to develop communication skills in English. As M. Ellison claims, «...the popularity of English has already grown rapidly in recent years» [1]. This language serves as a gateway to the world, unlocking countless opportunities and possibilities.

Modern approaches to teaching subjects in a foreign language, specifically English, face a number of challenges. In Ukraine, this process is just beginning in universities. To develop programs for teaching subjects in English, it is necessary to identify the challenges associated with integrating subject knowledge with English language proficiency. Issues raised by EMI practitioners include appropriate teaching techniques, course materials, interdisciplinary cooperation, teacher training and assessment [7].

Teachers who have a creative level of pedagogical skills are able to inspire students to study professional disciplines in English. It is also important to have cooperation with higher educational institutions in which subjects are taught in English. There is a «...strategy of entering into partnerships and building relationships with universities that have relevant experience, resources and interests in this area. The expected results of the partnership will be mutual assistance in the development and implementation of programs, exchange of experience and best practices, access to resources and infrastructure» [5]. Students of higher education are interested in such innovations. M. Antonets began to teach the subject «Medicinal plants» in English. She understood that it is necessary to get involved in the EMI program, without which it is impossible to teach students qualitatively.

H. Mykhailenko is deeply involved to teaching English to educators at Poltava State Agrarian University, emphasizing it as an essential skill for achieving high standards in today's educational landscape. She is actively developing an EMI teaching course and adapting it to the contemporary realities of Ukrainian society. H. Mykhailenko is also working on creating a marketing strategy for this course, which she views as a vital component for its successful implementation, tailored to educators' preferences to increase their professional engagement. Well-designed CPD (Continuing Professional Development) is not enough but also it should be supported with different strategies for enhancing. As a result, determination how useful the course was and how it can be improved is the effectiveness of completed CPD [2]. Incorporating psychological elements such as archetypes and the use of implications significantly boosts motivational factors and enhances educators' mastery of course materials, facilitating a deeper immersion and a more profound learning experience.

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 [6]. Understanding the challenges of EMI is crucial to improving educational outcomes in a globalised world where English is the dominant language [4].

The authors of the study joined the EMI program while studying at the University of Leicester, UK in August 2024. The relevance of this study lies in the use of interviews as a face-to-face oral survey method. As noted by V. Morgun and I. Titov, «...interviews are the main means of collecting primary information in order to clarify the interrelationships of the researched processes and variables» [3]. O. Zaretska puts forward the hypothesis that «a specially organized communicative process can focus a person on rethinking his personal experience by reflecting on certain unreflected and therefore not realized or articulated components of it» [8]. So, an interview was chosen for

conducting this research as a solid approach. The interview gives information from participants for identifying general trends, common practices, attitudes among EMI teachers.

The aim of the study is to identify the specifics of using interviews in EMI research among Ukrainian and British educators and to explore interviews as a tool of developing personal resources.

The study used both a standardized interview format (clarity of topics and answers) and a semi-standardized format (free form of answers) [3]. This allows for an in-depth analysis that reflects the thoughts and feelings of the respondents. In the process of such an interview, there is flexibility in the thinking of the two participants, which allows the interviewer to change questions depending on the context and develop new ideas during the interview. The standardized interview was used in the study by M. Antonets «Difficulties in teaching EMI for UK and Ukrainian teachers». Semi-standardized interior was chosen by H. Mykhailenko. The topic of her research is «CPD for EMI teachers. Active learning. Compare an Ed Practice in the UK and Ukraine».

M. Antonets conducted an interview with a British teacher who teaches anatomy in English to Chinese students. The questions that were asked to this teacher are as follows: 1) What do you teach? 2) How long have you been teaching EMI? 3) What pedagogical methods do you use? 4) What difficulties do you have in using medical terminology in class? 5) How do you feel when you have difficulties in your class? 6) Do students complain in feedback about lessons in English? 7) How do you adapt your teaching method to accommodate students with different levels of English?

H. Mykhailenko organized the interview as follows: for data collection semi-structured interviews were conducted among English teaching staff to gather insights and knowledge needed for effective learning strategies. The opportunity to conduct several interviews with foreign teachers and students who have EMI experience or are interested in active learning methods is an important component of a deeper understanding of the impact of these methods on the quality of education and adaptation to learning in English. It also facilitates the exchange of experience, the discovery of new ideas, and the identification of effective approaches for the development of the educational process. The interviews were recorded with the consent of the participants, which allowed for a thorough analysis of the answers. This provided a deep understanding of the views and experience of foreign experts.

Gained information from educators of the UK and Ukraine was compared. Experienced and initiative instructors were selected as participants, representing a range of backgrounds and levels. Participants were asked to reflect on how their English language practices could potentially inform and improve their approach to teaching in EMI settings.

Educators were assured of the confidentiality and anonymity of their responses.

The main difference in teaching is due to the fact that students of different ethnic groups have different levels of English proficiency. A native speaker teacher also has more tools to convey information than a teacher with English second language. A similarity in teaching methods was found. Disciplines contain scientific terms of international origin that sound similar in different languages, making it easier for non-native students to understand the subject. The number of years of teaching for non-English-speaking students is also a distinguishing factor, which affects the effectiveness and variability of methodological approaches.

It is mentioned by educators from both countries that the challenges faced by EMI lecturers are related not only to students' language proficiency but the lack of time too. Students struggle with the dual cognitive and linguistic burden. Translations, flipped learning, and strategies to better assess students' understanding are necessary for being used.

It was emphasized that active learning should be the goal of all educational approaches. Resources and Training for Adapting to EMI Teaching were named: Kahit, Wordwall, YouTube, Quizlet, Reverso, Deepl, Beilinguall, BBC learning, Busuu, courses from British Council. Participants suggested that the future of EMI depends on government policies and the status of English as a part of globalization.

The controversial question is mentioned (by British educators) as an advancement of technologies like artificial intelligence, the need of teachers might be significantly decreased in the future. Ukrainian educators insist on importance of interpersonal and social bonds, its dynamics, visualization of Ed content, using data obtaining through AI as more accurately determination students' needs and offering them more appropriate support (it better reflects students' individual characteristics and quickly can be adapted to their needs).

Interviews with British and Ukrainian educators revealed a fundamental challenge for L2 students, when they must simultaneously process information in a foreign language while delving into the intricacies of the subject matter being taught in English. To address this, UK teachers implement a range of didactic methods. There are difficulties in mastering the terminology, but the UK teachers sometimes use similar concepts in two languages to overcome this. There are difficulties in feedback when students do not want to honestly admit misunderstandings. Then the UK teachers may speak first in the native language of the students, and then switches to English. There are difficulties in teaching pronunciation in English or American. Students do not understand these differences in pronunciation and complain. This is a huge cognitive load on them. There are difficulties in different levels of knowledge of the native language and English. Sometimes

students have a low level of knowledge about their native language. Then the UK teacher finds bilingual resources. A medical English course is also taught separately as an extra course to enhance the students' level of understanding.

So teaching complex concepts poses challenges as varying language proficiency, the cognitive load and overloading but innovative teaching strategies (flipped learning, active learning), tailored support as emotional (motivating, developing critical thinking) as academic, synergy of Technology and Human interaction – can give the best educational outcomes.

Standardized and semi-standardized interview formats provided the opportunity to obtain a wider range of information for EMI research. It is also noted that interviews can effectively serve as an independent tool for fostering the self-construction process in teachers and students. Specifically, they contribute to shaping an individual's discourse of self-projection, allowing for a more conscious approach to professional and personal development, particularly for personal resource development in wartime.

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