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### IMPLEMENTATION OF DIGITAL EDUCATIONAL TECHNOLOGIES INTO PROFESSIONAL TRAINING OF CRAFTS TEACHERS: FROM MODELING TO PRACTICE

The article substantiates the theoretical and methodological foundations and develops methodological recommendations for integrating digital competence, innovative pedagogical methods, and technologically oriented learning content to ensure the readiness of future educators to act effectively in the conditions of digital transformation of education and sustainable development of food and craft production. A comprehensive analysis of contemporary scientific approaches to the formation of educators' digital competence is carried out, highlighting its role as a fundamental element of professional mastery in the twenty-first century. The feasibility of integrating digital educational platforms, cloud services, artificial intelligence, and immersive technologies (VR, AR) into the educational process is justified to enhance the effectiveness of professional training for future specialists. Practical mechanisms for implementing innovative pedagogical methods – project-based learning, case-method, gamification, and business simulations – combined with technologically oriented course content are proposed. Attention is drawn to the fact that the digital transformation of professional education requires not only proficiency in digital tools but also the development of critical, systemic, and engineering thinking, as well as the ability to adapt to rapid technological changes. It is emphasized that the formation of digital-innovative competence among future craft production educators is a key factor in preparing a new generation of specialists capable of ensuring the competitiveness of Ukrainian education and production in the global digital environment. Pedagogical conditions for implementing this process are identified, including the integration of interdisciplinary knowledge, the combination of theoretical and practical components of training, and the creation of a digital educational environment oriented toward student autonomy and creativity. The article also outlines directions for further research, including modeling the process of forming digital-innovative competence, assessing the effectiveness of digital pedagogical technologies in professional education, and developing a system of indicators for educators' readiness for digital transformations in craft production.

Key words: digital competence, technologically oriented learning content, digital transformation of education, craft production, sustainable development, professional training of educators.

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### GLOBAL COMPETENCE AND ARTIFICIAL INTELLIGENCE: INTEGRATION IN EDUCATION

The article presents a theoretical analysis of the effectiveness of integrating artificial intelligence (AI) into teaching a foreign language, specifically English, for higher education students. The relevance of the research is driven by the need to overcome challenges of traditional education, such as low motivation, limited learning time, and the lack of correlation between language training and future professional activities of students.

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*It has been substantiated that AI is an innovative tool for individualisation and personalisation of the educational process, contributing to the systematic development of global competence. Based on an analysis of scientific sources, key areas of AI application in education have been identified, including interactive platforms, chatbots, game simulations, and adaptive learning.*

*It has been established that the integration of AI into the educational process provides: systematic and targeted learning, relevance of academic content through the integration of global issues, the development of 21st-century skills, including critical thinking and intercultural communication, preparation of students for effective professional and intercultural interaction, and increased motivation through gamification and personalised tasks. It also has been outlined how AI tools can be implemented within eight strategies for enhancing global competence.*

*It has been concluded that AI acts as a catalyst, enabling the transformation of foreign language teaching, making it more dynamic, relevant, and deeply integrated into real-world contexts.*

*The prospects for further research are seen in the specifics of training non-linguistic students in professionally oriented vocabulary using AI.*

*Key words: artificial intelligence, global competence, personalised approach, intercultural interaction, real-world scenario modelling, critical thinking, creativity, motivation, immersive learning experience.*

**The statement of the issue.** The growth of global communications demands that professionals in all fields possess foreign language skills. However, students of non-linguistic disciplines often face a shortage of time, low motivation, and a lack of connection between language learning and their primary profession. Conventional teaching methods do not always meet the needs and goals of these students. Artificial intelligence (AI) can become an innovative tool that allows for individualising the learning process, making it more interactive and goal-oriented. It applies to all academic disciplines in general, and to English language learning in particular. AI enables the creation of diverse and engaging content that covers a wide range of language contexts, allowing students to become familiar with authentic language usage in various situations. Furthermore, AI can be used to develop interactive and immersive educational experiences. Generating characters and simulations based on AI allows students to practise speaking and listening skills in a controlled and supportive environment. “Speech understanding, language awareness, decisionmaking, and visual perception are aspects of human intelligence that can be understood by artificial intelligence” [16, p. 214].

Thus, creating an English class framework utilising AI should enhance the English teaching and learning journey. Integrating language and digital literacy presents a well-rounded approach to boosting global competence.

**The analysis of relevant research.** In the academic community, the topic of AI and its impact on education sparks significant interest. This is evidenced by the large number of studies dedicated to the application of AI in teaching English in higher education institutions. The analysis of these papers allows for identifying key areas, including the urgent need to utilise digital resources in foreign language classes, investigations of positive and negative consequences, and potential risks associated with implementing such technologies, as well as an analysis of individual interactive platforms.

Research by I. Romanyshyn, T. Chukhno, and N. Fyisa demonstrates the effectiveness of mobile applications with AI in language learning. The authors propose methods for updating educational programmes, paying particular attention to the necessity of implementing digital resources, including online diaries, electronic workbooks, and interactive manuals [6].

O. Zubenko emphasises AI's role in studying a foreign language within an academic environment [3, p. 81]. The author employs various definitions of AI, providing his own: “the ability of a system to independently select the most optimal solution to a problem, the property of correctly interpreting external data in accordance with the set goal” [3, p. 82].

Based on the pedagogical experience, the researcher carefully analyses the interactive platform MyEnglishLab by Pearson, highlighting its main didactic functions: cognitive, developmental, training, diagnostic, and communicative [3, p. 83-84].

The exploration of the intricate relationship between innovative AI technologies and conventional teaching methods are presented in I. Kovalenko and N. Baranivska's paper. The authors analyse how AI can improve language learning results and tailor education to individual needs [17, p. 86]. The scholars confirm that incorporating AI into English language instruction presents promising opportunities for improving language learning results and customising educational experiences.

**The purpose of the article.** Our paper aims to analyse and substantiate the effectiveness of integrating AI into foreign language teaching. We focus on how AI can serve as a tool for systematically developing global competence, increasing motivation, and preparing students for successful professional and intercultural interaction in a globalised world.

**The body of the research.** Global competence involves "students' abilities to actively learn about and comprehend different cultures and norms, maintain an open mindset, and apply their global knowledge to effectively communicate, interact, and collaborate beyond their own cultural context" [18, p. 2]. Implementing strategies to develop global competence during foreign language lessons is extremely important, especially with AI. It is related to several key reasons. Let us clarify them.

Firstly, strategies provide a systematic approach to teaching, helping the teacher to consistently develop the necessary skills (let us recall that global competence is a set of knowledge, skills, attitudes, and values that enable people to understand global issues, interact with representatives of different cultures, and act for sustainable development). Without clearly defined strategies, integrating such complex elements into foreign language learning will be chaotic and ineffective [10]. AI tools, such as chatbots or adaptive learning platforms, can offer personalised approaches by analysing the students' progress and offering tasks that match their level and needs [3, p. 80; 9, p. 306; 16, p. 215]. For example, AI can provide additional materials and simulations if a student has difficulty understanding specific cultural nuances. It helps to systematise learning and make it more targeted. Therefore, the first reason is **the effective achievement of learning objectives**.

Secondly, strategies enable the teacher to plan lessons in such a way that they are optimally aimed at developing global competence [8, p. 87]. It means not just studying grammar or vocabulary, but also integrating topics related to: global issues (climate change, migration, healthcare), intercultural interaction (traditions, values, stereotypes), different perspectives and their analysis. AI can assist in integrating global themes into the educational process by providing access to a vast array of authentic materials [14]. For example, AI can generate lessons based on current news and events from various countries, automatically adapting texts and exercises [16, p. 214]. It allows students to analyse different viewpoints and deepen their understanding of intercultural interaction. The second reason is **structured and goal-oriented learning**.

Thirdly, global competence is closely linked to 21st-century skills such as: critical thinking (analysis of information, forming one's own opinion on global issues), communication (effective interaction with representatives of different cultures, overcoming language and cultural barriers), collaboration (teamwork, solving joint tasks), creativity (finding non-standard solutions to global challenges) [1, p. 56]. Strategies help deliberately develop these skills through interactive methods, project work, discussions, and modelling real-life situations. AI simulations and gaming scenarios allow students to "experience" situations that require decision-making regarding global problems. They can analyse information from various sources presented by AI and form their own opinion. Chatbots with generative AI can simulate conversations with representatives of different cultures, assisting in overcoming language and cultural barriers [16, p. 217]. Students can practise dialogues on topics related to global challenges, receiving immediate feedback. AI-based platforms can

facilitate intercultural projects, connecting students from different countries to collaborate on virtual projects [7, p. 24]. AI can assist in translation and coordination. Moreover, it can provide tools for creating multimedia projects (e.g., videos, presentations) that demonstrate creative approaches to solving global problems. The third reason is **the development of key 21st-century skills**.

Fourthly, the implementation of global competence development strategies prepares learners for interaction with foreign colleagues, understanding international events, and participating in solving global problems [4, p. 461]. With the help of AI, virtual travels and immersive learning experiences can be created [16, p. 216]. Students can visit virtual museums and cities or participate in simulated international conferences. It helps them to interact with foreign colleagues and prepares them for real intercultural communications. The fourth reason is **to prepare students for the real world**.

Additionally, when learning a foreign language is connected to current and significant global topics, it dramatically enhances students' motivation. They see the practical value of learning the language, as it becomes a tool for understanding and influencing the world. Strategies involving interactive and problem-based tasks make learning more interesting and engaging. AI makes foreign language learning more interactive and exciting, transforming it into a game [2]. Tools that utilise gamification and personalised challenges maintain high interest [5, p. 64]. Students see how AI helps them solve real and relevant problems, reinforcing their motivation. The fifth reason is **students' motivation**.

The indicated reasons naturally correspond with eight effective strategies to enhance global competence. They are offered by T. V. Ark and E. Liebttag [11]. They are the following: promoting proficiency in a world language; embracing a broader perspective; showing intercultural competence (being engaged with multiple cultures both in class and globally); embracing diversity (fostering pen pal relationships and school/university partnerships to promote intercultural understanding and explore their own cultural identities, beliefs, and norms); encouraging travel; allowing for projects; from global to local (discussing local issues that are deeply connected with global ones); an immersive learning experience that connects students with regional heritage, cultures, landscapes, opportunities, and experiences [11].

Thus, AI tools that correct pronunciation and grammar in real-time significantly speed up the learning process [16, p. 216; 17, p. 86], which correlates with promoting proficiency in a world language. AI can provide analytical materials that highlight the same issue from the perspectives of different cultures [20, p. 2] (embracing a broader perspective). Intercultural competence can be developed through chatbots that imitate representatives of various cultures, helping to practise communication and empathy. AI platforms can automatically select "pen pals" from different countries, facilitating intercultural communication [19; 20, p. 2] (embracing diversity). Virtual tours and immersive simulations enable students to explore new places without leaving the classroom [12, p. 1] (encouraging travel). AI can generate ideas for projects based on global issues and provide resources for their realization [13, p. 8] (allowing for projects). The connections between students' local problems and their international context can be identified and analysed using AI [15] (from global to local). AI creates virtual environments that reproduce cultural landscapes and historical sites, making learning as immersive as possible [12] (an immersive learning experience).

**Conclusions.** Consequently, global competence increases when students strive to understand others from diverse cultures and effectively express themselves. AI is not just a tool, but a powerful catalyst for implementing global competence strategies, making foreign language learning more dynamic, relevant, and, most importantly, deeply connected to the real world. AI helps overcome key issues of traditional education, such as low motivation, lack of time, and a disconnect between the language and future profession. It provides a systematic, targeted, and individualised approach to learning.

We see promising prospects in defining the specifics of teaching students of non-linguistic specialities, where the focus is on professionally oriented vocabulary and situations involving AI tools.

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## ГЛОБАЛЬНА КОМПЕТЕНТНІСТЬ ТА ШТУЧНИЙ ІНТЕЛЕКТ: СИНЕРГІЯ В ОСВІТІ

У статті здійснено теоретичний аналіз ефективності інтеграції штучного інтелекту (ШІ) у викладання іноземної мови, зокрема англійської, для здобувачів вищої освіти. Актуальність дослідження зумовлена потребою подолання проблем традиційного навчання, як-от низька мотивація, обмеженість навчального часу та відсутність кореляції між мовною підготовкою й майбутньою професійною діяльністю здобувачів.

Обґрунтовано, що ШІ є інноваційним інструментом для індивідуалізації та персоналізації освітнього процесу, що сприяє системному формуванню глобальної компетентності. На основі аналізу наукових джерел виокремлено ключові напрямки застосування ШІ в освіті, що охоплюють використання інтерактивних платформ, чат-ботів, ігрових симуляцій та адаптивного навчання.

Установлено, що інтеграція ШІ в освітній процес забезпечує системність і цілеспрямованість навчання, релевантність навчального контенту через інтеграцію

глобальних проблем, розвиток навичок ХХІ століття, включаючи критичне мислення та міжкультурну комунікацію, підготовку здобувачів до ефективної професійної та міжкультурної взаємодії, підвищення мотивації через гейміфікацію та персоналізовані завдання. Окреслено, як інструменти ШІ можуть бути імплементовані у вісім стратегій підвищення глобальної компетентності.

Зроблено висновок, що ШІ постає каталізатором, який дозволяє трансформувати викладання іноземної мови, роблячи його більш динамічним, актуальним та глибоко інтегрованим у контекст реального світу.

Перспективи подальших досліджень вбачаються у вивченні специфіки навчання здобувачів немовних спеціальностей професійноорієнтованої лексики з використанням ШІ.

Ключові слова: штучний інтелект, глобальна компетенція, персоналізований підхід, міжкультурна взаємодія, моделювання реальних ситуацій, критичне мислення, креативність, мотивація, імерсивний навчальний досвід.

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## ДІАГНОСТИКА ТА МОНІТОРИНГ РІВНІВ СФОРМОВАНOSTI СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ

У статті розглянуто складний і динамічний процес педагогічної діагностики у вищій школі як послідовного контролю, оцінювання та прогнозування результатів освіти разом зі шляхами і способами їх досягнення. Доведено, що організація діагностики та моніторингу в ЗВО потребує постійного перегляду підходів до їх упровадження та внесення коректив в інструментарій для ефективного й об'єктивного вимірювання досліджуваних параметрів, процесів, явищ. Уточнено сутність поняття «діагностика рівнів сформованості соціокультурної компетентності майбутніх учителів іноземних мов» як педагогічної діяльності, що передбачає володіння сукупністю методів і форм контролю, перевірки рівня знань та вмінь здобувачів вищої освіти для аналізу певних результатів і корекції подальших дій із метою вдосконалення формування цієї професійної якості. Визначено, що у процесі проведення педагогічної діагностики важливим є добір відповідних діагностичних методик згідно з певними критеріями й показниками або структурних компонентів досліджуваного феномену. Розроблено комплексну діагностику із 8 методик для визначення рівнів сформованості соціокультурної компетентності майбутніх учителів іноземних мов відповідно до виокремлених чотирьох структурних компонентів досліджуваного феномену (ціннісно-емоційного, інформаційно-когнітивного, діяльнісно-комунікативного, особистісно-рефлексивного). За означеною діагностичною методикою проведено констатувальний експеримент серед майбутніх учителів іноземних мов трьох вітчизняних університетів на виборці 147 респондентів, проаналізовано отримані емпіричні дані. З'ясовано, що в досліджуваних майбутніх учителів іноземних мов превалює середній і низький рівні соціокультурної компетентності, а формування цієї інтегративної якості у вищій школі потребує додаткових зусиль із боку як викладачів, так і здобувачів вищої освіти.

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