



СЕРІЯ «Педагогіка»

UDC 378.147:811.111

[https://doi.org/10.52058/2786-5274-2025-8\(48\)-1743-1754](https://doi.org/10.52058/2786-5274-2025-8(48)-1743-1754)

Gusak Liudmyla Yevgenivna Doctor of Pedagogical Sciences, Professor of the Department of Foreign Languages for Humanities, Lesya Ukrainka Volyn National University, Lutsk, tel.: (050) 860-59-31, <https://orcid.org/0000-0001-7570-2574>.

Malenitskyi Denys Serhiyovych Postgraduate Student, Lesya Ukrainka Volyn National University, Lutsk, tel.: (095) 613-21-43, <https://orcid.org/0009-0007-6967-5945>.

REIMAGINING ENGLISH LANGUAGE INSTRUCTION: KEY PRINCIPLES FOR CREATIVE AND SUSTAINABLE LEARNING

Abstract. This article presents a set of key principles designed to modernize and personalize English language teaching through creative and learner-centered approaches. While English remains one of the most widely taught subjects in Ukraine, traditional methods continue to dominate classrooms, leading to limited progress in communicative competence. Based on practical teaching experience, field observations, and current pedagogical research, the authors identify four core principles that help reimagine the English learning process: prioritizing speaking over grammar, starting language acquisition at an early age, integrating creative educational technologies, and aligning language learning with personal interests and hobbies.

Each principle is supported by empirical insights and classroom practices that emphasize motivation, confidence, and enjoyment as key components of sustainable learning. The first principle addresses the outdated legacy of Soviet education, where English lessons focused almost exclusively on grammar drills. The article argues that fluency should be prioritized over grammatical perfection, and that learners should be encouraged to speak even with mistakes. The second principle highlights the cognitive advantages of early exposure to English, supported by evidence from a practical experiment. The third principle explores a wide range of creative tools, including Artificial English Environments, Virtual Theatre, digital media, and outdoor lessons, to make language learning more dynamic and immersive. The fourth and most comprehensive principle suggests that learners should not force themselves into rigid academic routines, but instead connect their education to personal interests – doing what they love, but in English.

The article follows a structured academic format and provides relevant examples from practice. It also discusses the role of modern technologies, such as social media,



music, movies, and video games, in making language learning an integral part of everyday life. The proposed approach not only enhances language skills but also encourages autonomy, emotional involvement, and long-term motivation.

Keywords: creative learning, English language teaching, learner-centered approach, speaking fluency, early exposure, Artificial English Environment, Virtual Theatre, personalized learning.

Гусак Людмила Євгенівна доктор педагогічних наук, професор кафедри іноземних мов гуманітарних спеціальностей, Волинський національний університет імені Лесі Українки, м.Луцьк, тел.: (050) 860-59-31, <https://orcid.org/0000-0001-7570-2574>.

Маленицький Денис Сергійович аспірант, Волинський національний університет імені Лесі Українки, м.Луцьк, тел.: (095) 613-21-43, <https://orcid.org/0009-0007-6967-5945>.

ПЕРЕОСМИСЛЕННЯ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ: КЛЮЧОВІ ПРИНЦИПИ КРЕАТИВНОГО ТА СТАЛОГО НАВЧАННЯ

Анотація. У цій статті представлено набір ключових принципів, розроблених для модернізації та персоналізації викладання англійської мови за допомогою креативних та орієнтованих на учня підходів. Хоча англійська мова залишається одним із найбільш поширених предметів, що викладаються в Україні, традиційні методи продовжують домінувати в класах, що призводить до обмеженого прогресу в комунікативній компетенції. Ґрунтуючись на практичному досвіді викладання, польових спостереженнях та сучасних педагогічних дослідженнях, автори визначили чотири основні принципи, які допомагають переосмислити процес вивчення англійської мови: пріоритет розмовного мовлення над граматику, початок вивчення мови з раннього віку, інтеграція креативних освітніх технологій та узгодження вивчення мови з особистими інтересами та хобі.

Кожен принцип підкріплюється емпіричними даними та практиками навчання в класі, які наголошують на мотивації, впевненості та задоволенні як ключових компонентах сталого навчання. Перший принцип стосується застарілої спадщини радянської освіти, де уроки англійської мови були зосереджені майже виключно на граматичних вправах. У статті стверджується, що вільне володіння мовою має бути пріоритетом над граматичною досконалістю, і що учнів слід заохочувати говорити навіть з помилками. Другий принцип підкреслює когнітивні переваги раннього знайомства з англійською мовою, що підтверджується доказами практичного експерименту. Третій принцип досліджує широкий спектр творчих інструментів, включаючи «Artificial English Environment», «Virtual Theatre», цифрові медіа та уроки на свіжому повітрі, щоб



зробити вивчення мови більш динамічним та захопливим. Четвертий і найповніший принцип пропонує учням не нав'язувати себе жорстким академічним рутинам, а натомість пов'язувати свою освіту з особистими інтересами – робити те, що вони люблять, але англійською мовою.

Стаття дотримується структурованого академічного формату та наводить відповідні приклади з практики. У ній також обговорюється роль сучасних технологій, таких як соціальні мережі, музика, фільми та відеоігри, у тому, щоб зробити вивчення мови невід'ємною частиною повсякденного життя. Запропонований підхід не лише покращує мовні навички, але й заохочує автономію, емоційну залученість та довгострокову мотивацію.

Ключові слова: креативне навчання, викладання англійської мови, особистісно орієнтований підхід, ранній початок вивчення, штучне англомовне середовище, віртуальний театр, персоналізоване навчання.

Formulation of the problem. English language teaching in Ukraine has long been governed by outdated traditions that prioritize form over function. In many educational institutions, English lessons remain centered on grammar exercises, translation drills, and textbook memorization – a legacy of Soviet-era methodology that continues to influence modern classrooms. These methods often fail to develop communicative competence or foster authentic engagement with the language. As a result, many learners complete years of English education without acquiring the ability to hold a basic conversation.

The challenges of such ineffective instruction have become particularly evident in recent years, as Ukraine's integration into the global community has accelerated. The ongoing war has forced millions of citizens to relocate abroad, where the need for English proficiency has become a matter of daily survival. Furthermore, the digitalization of education and the rise of global information flows require Ukrainians to use English not only for travel and employment but also for self-expression and access to knowledge.

Despite these urgent needs, English remains a dreaded and demotivating subject for many learners. According to a recent survey conducted by the Razumkov Centre Sociological Service, only 1,1% of Ukrainians are fluent in English, and 43,8% of respondents do not know the language at all [1]. Another study shows that 23% of our people can read, write, and communicate in English at regular or even professional levels [2]. According to these pieces of research, it is clear that Ukraine is one of Europe's worst-performing countries in speaking English [3].

The core problem lies not in the language itself but in the way it is taught. This article proposes a fundamental rethinking of the English teaching process through four learner-centered, creativity-driven principles that respond to contemporary demands.

Analysis of recent research and publications. Recent years have seen a growing interest in alternative and creative approaches to foreign language teaching.





Scholars such as Tanana (2024) and Guseva (2025) emphasize the importance of digital tools, gamification, and student engagement in higher education. These studies point out that traditional methods no longer meet the needs of today's learners, especially in post-Soviet contexts where outdated practices persist. The communicative approach, project-based learning, and experiential strategies are now recognized as more effective in promoting long-term fluency and motivation [4, 5].

In parallel, advances in cognitive psychology and neuroscience underscore the benefits of early language acquisition and the role of emotional involvement in memory formation. Multiple studies confirm that motivation, personalization, and social interaction significantly improve language retention.

Researchers also highlight the role of social media, audiovisual content, and mobile applications as powerful tools for language practice outside the classroom.

While these trends have gained attention globally, there remains a gap in the Ukrainian context between theory and practice.

Many teachers still rely on authoritarian, grammar-centered strategies that discourage experimentation and learner autonomy.

This article addresses that gap by combining theory with lived teaching experience and practical innovation.

The purpose of the article. The purpose of this article is to articulate and explore four key principles that can transform English language instruction into a more effective, enjoyable, and sustainable process.

These principles are grounded in real-life classroom experience, supported by contemporary research, and tailored to the cultural and educational realities of Ukraine. By focusing on fluency, early learning, creative tools, and personal relevance, the article aims to offer practical guidance for teachers and learners seeking to improve English education through modern, human-centered methods.

Presentation of the Main Material.

Principle One: From Accuracy to Fluency – Why Speaking Should Come First.

For decades, English instruction in Ukraine and other post-Soviet countries has operated under the false belief that mastering grammar precedes speaking. Students were required to fill out endless exercises, analyze tenses, memorize irregular verbs, and translate texts – all before they are ever asked to say anything aloud. This methodology, inherited from the Soviet education system, treats language as a system of rules rather than a tool for communication.

However, grammar-based learning does not prepare students for real-life interaction. Most of those who studied English in school cannot use it in actual conversations. This is not due to a lack of intelligence or effort, but rather to a system that places correctness above usefulness.

The fear of making mistakes, instilled early on, paralyzes students and prevents them from speaking at all. They overthink grammar, translate in their heads, and ultimately avoid speaking unless absolutely necessary.



The principle of fluency-first turns this model upside down. It argues that students should speak from day one – even if they make mistakes. Fluency comes from practice, not perfection. Speaking is not a reward for mastering grammar; it is the path to mastering it. As learners speak and listen, they begin to internalize patterns naturally. Grammar can be refined over time, but communication must come first.

Numerous studies support this approach. Krashen's input hypothesis emphasizes the importance of comprehensible input and meaningful interaction over formal instruction. Language is acquired, not learned, and this acquisition happens through real use, not isolated drills.

In our experience, classrooms that prioritize speaking are more dynamic, engaging, and effective. Even low-level learners can express basic ideas, ask questions, and respond to prompts when they are not afraid of being corrected.

The teacher's role is to facilitate this interaction, not to interrupt it every time a mistake is made.

Only serious or repetitive errors need to be addressed in real time; minor mistakes should be ignored or discussed later.

A useful analogy compares language learning to sports. We do not wait to perfect every detail before playing a game. We learn by doing – by making mistakes, correcting them, and trying again. The same applies to English. A student who speaks imperfectly is still better prepared for real-life situations than one who can diagram a sentence but remains silent.

Therefore, speaking should take center stage in every English lesson. Grammar should support communication, not dominate it. By creating a safe space for mistakes and encouraging constant oral practice, teachers can help students become not just better test-takers, but confident, functional English users.

Principle Two: Early Exposure Matters – Cognitive Advantages of Learning English at a Young Age.

Language learning is closely connected to brain development, particularly in the early stages of life. A growing body of evidence in cognitive psychology and neurolinguistics confirms that the earlier a person is exposed to a second language, the easier and more effective the learning process will be.

This principle is especially important in the context of English language teaching in Ukraine, where English often begins too late and is taught in a manner that ignores children's natural capacity for language acquisition.

Our practical experience and experimental observation support the claim that early instruction leads to better results. In one case, we compared two groups of learners: children aged 6–8 and adults aged 25–40.

Both groups were exposed to the same creative teaching methodology: emphasis on speaking, no grammar memorization, and use of songs, games, and audiovisual content. After six months, the children demonstrated superior progress in speaking fluency, vocabulary retention, pronunciation, and overall engagement. Adults, in contrast, were more hesitant, self-critical, and less responsive to creative activities.



This result is consistent with academic findings. Singleton and Ryan (2004) explain that early learners benefit from high levels of brain plasticity, enabling them to acquire sounds and structures effortlessly. Their ability to mimic native-like pronunciation and absorb new words without explicit instruction far exceeds that of older learners. In addition, early exposure enhances the long-term retention of vocabulary and grammatical patterns, especially when learning occurs in emotionally meaningful or playful contexts [6].

Johnstone (2009) adds that younger children are more likely to internalize a second language through routines and social interaction, not through conscious study. This means that learning through songs, games, storytelling, and dialogue fits their developmental needs far more effectively than traditional classroom instruction [7].

Another major advantage of early exposure is emotional resilience. Unlike adults, children are not afraid of making mistakes. They experiment with language freely and respond positively to feedback. This lack of inhibition is one of the key psychological conditions for developing communicative competence. Adults, by contrast, are often blocked by fear of error and social judgment, which slows their progress and reduces willingness to participate in speaking activities.

From a strategic point of view, starting early also provides learners with more time to progress through the stages of language development. If learners begin at six or seven years old and are consistently exposed to English through school, extracurricular activities, and media, they are likely to achieve functional fluency by adolescence.

However, this requires a sustained and supportive environment. Early exposure alone is not enough; it must be continuous, engaging, and adapted to learners' changing needs.

Creative approaches to early language learning offer ideal conditions for success. For example, animated storytelling, puppet shows, and simple role-plays allow children to practice English in ways that feel natural and enjoyable. Songs with gestures and movement not only teach vocabulary but also create associations that reinforce memory. Short videos, interactive games, and real-world simulations give learners opportunities to use language in context, long before they understand grammar rules consciously.

It is essential that teachers of young learners receive appropriate training to implement such methods. Teaching young children requires a completely different mindset and toolkit than teaching adolescents or adults. Patience, imagination, and the ability to build trust and excitement are more important than formal linguistic expertise. The goal is not to produce perfect speakers at age seven, but to build a strong, positive foundation for lifelong language learning.

In the Ukrainian context, encouraging earlier language instruction – particularly in primary schools and informal settings – could help address the low overall level of English proficiency among the population. It would also reduce the anxiety and resistance that many adults experience when attempting to learn English later in life.



Early exposure to English, combined with creativity, motivation, and continuity, creates the best conditions for sustainable language acquisition. It unlocks the brain's natural potential, reduces psychological barriers, and lays the groundwork for confident, communicative learners in the future.

Principle Three: Enhancing Engagement Through Creative Educational Technologies

One of the most powerful developments in modern education is the integration of creative technologies into the learning process. In the context of English language instruction, particularly in post-Soviet educational systems that have long relied on rigid methods, this shift represents a much-needed evolution. New tools and approaches offer not only technical enhancements but also conceptual changes – transforming the classroom from a space of passive repetition into one of active exploration and meaningful communication.

The core idea behind this principle is that language learning becomes more effective when it is immersive, multimodal, and emotionally engaging. Traditional classrooms often rely on printed texts and chalkboard explanations. Creative technologies, by contrast, make use of video, audio, interactivity, and simulation to build an environment that reflects how language is actually used in the real world.

One of the most effective tools in this domain is the concept of the Artificial English Environment. This refers to the deliberate creation of an English-speaking atmosphere within the learning process. Teachers and students communicate in English not only during formal exercises, but also in informal contexts such as messaging, casual conversation, feedback, and group tasks.

Even small changes – such as switching the language of the phone interface, giving instructions in English, or assigning tasks via English-language platforms – help create a sense of immersion.

This simulated environment mimics the benefits of living in an English-speaking country, while remaining accessible to learners at home. It fosters habitual exposure, reduces fear of mistakes, and reinforces vocabulary through repeated usage in real situations. According to studies on immersive learning environments (Godwin-Jones, 2018), such approaches significantly improve both learner motivation and functional fluency [8].

Another innovative method that has shown remarkable success is the use of Virtual Theatre in English classes. This involves organizing short performances, sketches, and role-plays where students act out real-life or imagined scenarios using English. These activities are not limited to reading scripts but include improvisation, emotion, and audience interaction. The goal is to build communicative competence, increase confidence, and help students internalize phrases and structures through embodied experience.

The theatrical approach aligns well with the principles of experiential learning (Kolb, 1984), which emphasize the importance of concrete experience, reflection, and active experimentation. Students who participate in Virtual Theatre often remember



their lines, expressions, and dialogue far longer than those who simply complete written exercises [9].

Outdoor learning also contributes to engagement and retention. Lessons conducted in parks, cafés, supermarkets, or cultural venues allow learners to interact with their environment using English. For example, ordering coffee in English, describing items in a grocery store, or conducting interviews with strangers all provide real-world applications of language skills. These moments activate emotional memory, which enhances long-term retention. Learning outside the classroom also helps dissolve the artificial barrier between language study and real-life communication.

Equally important is the use of digital platforms and social media to support language practice beyond the classroom. Many students today spend several hours per day on Instagram, TikTok, and YouTube. When teachers meet students where they already are – on these platforms – they can turn passive entertainment into active learning. For example, running an English-language Instagram or TikTok account that posts short videos on idioms, grammar tips, or cultural facts can attract students' attention and reinforce key concepts in a casual, enjoyable format.

This approach has been tested in practice. On the Instagram and TikTok pages @english._den, a range of short, engaging English-language videos have been posted, covering topics from phrasal verbs to pronunciation tricks and common mistakes. Many of these videos are humorous or based on memes, making them more likely to be remembered and shared. Students who follow the account report greater willingness to interact with English outside of class, as well as increased familiarity with expressions not typically covered in textbooks.

In addition to social media, creative teaching involves the use of films, songs, podcasts, and computer games. Watching movies in English with subtitles helps learners develop listening skills and notice how language is used in authentic situations. Music offers a natural rhythm for vocabulary learning, and many students find that they remember new words better when connected to a song they enjoy. Podcasts expose learners to different accents and registers of English, improving comprehension and cultural awareness.

Computer games, particularly those rich in narrative and dialogue, provide an interactive environment where English is used as a tool for progress. Games with complex storylines, character interaction, and decision-making elements can function as a digital language lab. When students are emotionally invested in the plot, they are more likely to pay attention to language, retain new vocabulary, and develop problem-solving skills in English.

The common denominator in all of these methods is emotional involvement. Learners remember what moves them, what surprises them, what makes them laugh, and what they can relate to. Creative educational technologies activate the affective domain of learning, which is often overlooked in traditional instruction. This emotional resonance, combined with personalization and interaction, makes the learning process not only more effective but also more enjoyable and sustainable.



To implement these innovations successfully, teachers must be open to experimentation and willing to shift from control to facilitation. They should be active participants in the learning process, curating resources, providing feedback, and encouraging students to explore language in their own way. The role of the teacher becomes one of a guide – someone who empowers learners rather than directs them.

When used strategically and consistently, creative technologies can transform English instruction into a process of discovery, expression, and authentic communication. They bridge the gap between the classroom and the world, turning English into a lived language rather than a school subject.

Principle Four: Learning Without Pressure – Aligning Language Acquisition with Personal Interests.

Among all principles discussed in this article, the fourth may be the most essential. While methodology, timing, and technology are all important, none can succeed without learner motivation. Traditional education often treats students as passive recipients of knowledge, forcing them to follow fixed curricula and schedules that do not reflect their interests, talents, or emotional states. Such pressure leads to frustration, burnout, and eventual disengagement. In contrast, creative English teaching recognizes that sustainable learning happens when it aligns with the learner's personal interests, hobbies, and natural rhythms.

This principle is grounded in the concept of autonomous learning and the idea that students should have the freedom to choose what, how, and when they learn – as long as they do it in English. Rather than forcing themselves to memorize vocabulary lists or complete grammar worksheets, learners can engage with English through activities they already enjoy. Whether it is watching football matches, cooking, painting, gaming, or traveling, every hobby can become a gateway to language acquisition.

For example, a student who loves video games may switch the interface to English, play with international users, and follow walkthroughs and forums in English. A music lover may explore English lyrics, learn idioms through songs, or even write their own lyrics. An aspiring chef may follow English-language cooking channels, read recipes, or join online communities. In this way, English is not a subject to be studied but a medium for pursuing meaningful experiences.

From a psychological perspective, this approach lowers resistance. When learners feel in control, they are more likely to commit long-term. They do not need to push themselves through boring textbooks or repetitive drills. Instead, they immerse themselves in content that naturally interests them. According to Deci and Ryan's Self-Determination Theory (1985), autonomy, competence, and relatedness are the three basic needs that drive motivation. A learning process that allows freedom of choice, builds skills through real-world application, and connects learners with others can satisfy all three [10].

This principle also encourages consistency. Language acquisition is a long process, and many students abandon it after initial enthusiasm fades.





However, if English becomes part of daily life – integrated into hobbies and preferences – learners are more likely to maintain their engagement over time. Even ten minutes a day spent reading, watching, or listening to something interesting in English is more beneficial than an hour of forced study once a week. In our teaching experience, students who followed this principle showed more stable progress, greater confidence, and a deeper emotional connection with English. One student who loved nature began writing a blog about hiking – in English. Another who was interested in digital design started following English-speaking creators on YouTube and soon began editing video subtitles. These learners did not study English in the conventional sense; they lived it. The challenge for educators is to support this process. Teachers must help learners identify their interests, offer relevant content, and avoid prescribing the same materials for everyone. They should encourage curiosity and personalize tasks so that each student feels seen and supported. Language learning becomes not a struggle but a natural outcome of doing what one already loves – just in a different language.

In short, when education respects individual motivation and follows personal rhythms, it becomes not only more effective but also more humane. English is no longer a school requirement; it is a companion in the learner's personal journey.

Conclusion. The four principles discussed in this article – fluency before accuracy, early exposure, the use of creative technologies, and personalized learning – form the foundation of a more effective and learner-centered approach to English language teaching. Together, they address not only the technical aspects of language acquisition but also the emotional, social, and cognitive conditions necessary for success. The current crisis in English education, particularly in Ukraine, calls for urgent reform. Too many learners are burdened by ineffective methods, outdated curricula, and demotivating classroom experiences. A shift toward creativity, autonomy, and relevance is no longer optional; it is essential.

By encouraging students to speak early and often, providing opportunities for playful and immersive learning from a young age, integrating technologies that make language vivid and real, and allowing learners to follow their own interests, we can transform English from a foreign subject into a living practice. The result is not only better language skills but also more confident, curious, and self-directed individuals – people who see English not as a barrier, but as a bridge.

References:

1. Razumkov Centre. (2023, July). Citizens' assessment of the situation in the country, trust in social institutions, politicians, officials and public figures, attitude to certain initiatives of the authorities. Retrieved July 17, 2025, from <https://razumkov.org.ua/napiamky/sotsiologichni-doslidzhennia/otsinka-gromadianamy-sytuatsii-v-kraini-dovira-do-sotsialnykh-institutiv-politykiv-posadovtsiv-ta-gromadskykh-diiachiv-stavlennia-do-okremykh-initsiatyv-organiv-vlady-lypen-2023r>
2. Yashnyk, M. (2023). Rivien volodinnia anhliiskoiu ta inshymy inozemnymy movamy v Ukraini: rezultaty kilkisnoho sotsiolohichnoho doslidzhennia [Level of proficiency in English and other foreign languages in Ukraine: Results of a quantitative sociological study]. Retrieved July 17, 2025, from <https://kiis.com.ua/?lang=ukr&cat=reports&id=1210&t=10&page=1>



3. Sorokin, O. (2023). Doslidzhennia: Ukraina odna z krain Yevropy, yaka naihirshe rozmovliaie anhliiskoiu [Research: Ukraine is one of the worst English-speaking countries in Europe]. Retrieved July 17, 2025, from <https://www.kyivpost.com/post/7356>
4. Tanana, S. (2024). Vykorystannia tsyfrovyykh instrumentiv dlia vykladannia anhliiskoi movy yak inozemnoi v ukrainskykh vyshchykh navchalnykh zakladakh [Using digital tools for teaching English as a foreign language in Ukrainian higher education institutions]. *European Humanities Studies: State and Society*, 2(1), 112–125. <https://doi.org/10.38014/ehs-ss.2024.1.07>
5. Guseva, V. (2025). Chy perestaly ukraintsi buty hospodariamy vlasnoho landshaftu vykladannia anhliiskoi movy? [Have Ukrainians ceased to be masters of their own English language teaching landscape?]. *US-China Education Review A*, 15(3), 45–59. Retrieved July 17, 2025, from https://www.researchgate.net/publication/390126980_Guseva_V_March_2025_Have_Ukrainians_Ceased_to_Be_Masters_of_Their_Own_English_Language-Teaching_Landscape_US-China_Education_Review_A_March_2025_Vol_15_No_3_181-188_D_doi_10172652161-623X202503003_htt
6. Singleton, D., & Ryan, L. (2004). *Language Acquisition: The Age Factor* (2nd ed.). Clevedon: Multilingual Matters. <http://dx.doi.org/10.21832/9781853597596>
7. Johnston, R. (2009). An early start: What are the key conditions for generalized success? In J. Enever, J. Moon, & U. Raman (Eds.), *Policy and Implementation in Teaching English to Young Learners: International Perspectives* (pp. 23–30). Garnet Education. https://www.researchgate.net/publication/313397027_An_early_start_What_are_the_key_conditions_for_generalized_success
8. Godwin-Jones, R. (2018). *Mobile-Assisted Language Learning*. Cambridge University Press.
9. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall. https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development
10. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press. <http://dx.doi.org/10.1007/978-1-4899-2271-7>

Література:

1. Оцінка громадянами ситуації в країні, довіра до соціальних інститутів, політиків, посадовців та громадських діячів, ставлення до окремих ініціатив органів влади (липень 2023 р.) URL: <https://razumkov.org.ua/napriamky/sotsiologichni-doslidzhennia/otsinka-gromadianamy-sytuatsii-v-kraini-dovira-do-sotsialnykh-institutiv-politykiv-posadovtsiv-ta-gromadskykh-diiachiv-stavlennia-do-okremykh-initsiatyv-organiv-vlady-lypen-2023r> (дата звернення: 17.07.2025).
2. Яшник М. Рівень володіння англійською та іншими іноземними мовами в Україні: результати кількісного соціологічного дослідження проведеного у грудні 2022 – січні 2023 р. URL: <https://kiis.com.ua/?lang=ukr&cat=reports&id=1210&t=10&page=1> (дата звернення: 17.07.2025).
3. Сорокін О. Дослідження: Україна одна з країн Європи, яка найгірше розмовляє англійською. URL: <https://www.kyivpost.com/post/7356> (дата звернення: 17.07.2025).
4. Танана С. Використання цифрових інструментів для викладання англійської мови як іноземної в українських вищих навчальних закладах // *European Humanities Studies: State and Society*. 2024. Т. 2, № 1. С. 112–125. URL: <https://doi.org/10.38014/ehs-ss.2024.1.07> (дата звернення: 17.07.2025).
5. Гусева В. Чи перестали українці бути господарями власного ландшафту викладання англійської мови? // *US-China Education Review A*. 2025. Т. 15, № 3. С. 45–59. URL: https://www.researchgate.net/publication/390126980_Guseva_V_March_2025_Have_Ukrainians_Ceased_to_Be_Masters_of_Their_Own_English_Language-Teaching_Landscape_US-



China_Education_Review_A_March_2025_Vol_15_No_3_181-188_D_doi_10172652161-623X202503003_htt (дата звернення: 17.07.2025).

6. Сінглтон Д., Райан Л. Засвоєння мови: фактор віку : 2-е вид. Клівдон : Багатомовні питання, 2004. URL: <http://dx.doi.org/10.21832/9781853597596> (дата звернення: 17.07.2025).

7. Джонстон Р. Ранній початок: які ключові умови для загального успіху? // У: Еневер Дж., Мун Дж., Раман У. (ред.). Політика щодо вивчення англійської мови серед молодих учнів та її впровадження: міжнародні перспективи. Література: Гарнет, 2009. С. 23–30. URL: https://www.researchgate.net/publication/313397027_An_early_start_What_are_the_key_conditions_for_generalized_success (дата звернення: 17.07.2025).

8. Годвін-Джонс Р. Використання мобільних пристроїв на уроках мов : частина серії «Кембриджські документи з викладання англійської мови». Кембридж : Cambridge University Press, 2018.

9. Колб Д. А. Досвідне навчання: Досвід як джерело навчання та розвитку. Енглвуд-Кліфс, Нью-Джерсі : Prentice-Hall, 1984. URL: https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development (дата звернення: 17.07.2025).

10. Десі Е. Л., Райан Р. М. Внутрішня мотивація та самовизначення в поведінці людини. Нью-Йорк: Plenum Press, 1985. URL: <http://dx.doi.org/10.1007/978-1-4899-2271-7> (дата звернення: 17.07.2025).