

How to Cite:

Rudiuk, T. V. (2021). Teaching family vocabulary during Ukrainian language lessons (communicative approach). *Linguistics and Culture Review*, 5(S4), 1400-1412.

<https://doi.org/10.21744/lingcure.v5nS4.1763>

Teaching Family Vocabulary during Ukrainian Language Lessons (Communicative Approach)

Tetiana V. Rudiuk

National Pedagogical Dragomanov University, Kyiv, Ukraine and Nizhyn Mykola Gogol State University, Nizhyn, Ukraine

Abstract---The relevance of the study derives from the modern objective reality, which is represented by lack of attention to family lexical nominations of family members, the features of the names of communication lines and situational options for the latest use; identifying factors for improvement of interpersonal contacts; fostering a culture of mutual support, etc. (communicative approach). The purpose of the study is to theoretically substantiate and experimentally verify the effectiveness of this model and the chosen approach for the development of family lexical competence in high school. Research methods were theoretical (comparative and systematic analysis of philosophical, methodical, psychological, didactic and sociological literature); empirical (analysis of conceptual scientific principles of school education and universal ideas about family nomination, observation, comparison, survey (conversation, questionnaire for teachers and students), study and generalization of pedagogical experience); practical (problem-searching, modelling, pedagogical experiment, mathematical statistics, including quantitative and qualitative analysis of the results of experimental training). They allowed for comprehensive analysis of the problem and influencing it. Ivano-Frankivsk Vocational College of Vasyl Stefanyk at Precarpathian National University served as the basis for the experiment. The study discusses the implementation of the proposed methodological model (communicative approach) in high school and proves the effectiveness of its application. Research materials can be useful for teachers, students, scholars, psychologists, methodologists, and anyone who seeks to consciously use the discussed nominations and enrich their own vocabulary; to take care of individual and collective responsibility for the strength of the family, which is the smallest unit of the state; master the practice of special interpersonal interaction within the personal life.

Keywords---competence, language activities, language and methodological content, linguistic approaches, teaching methods.

Introduction

The New Ukrainian school requires working with lexis the in a way that would involve the development of appropriate vocabulary skills, which include various components such as correlation with the situation and the system of relationships between interlocutors (Pentilyuk, 2000; Shadiev & Yang, 2020). Thus, the nuclear family is the main centre of child upbringing, and this orientation must be revived in the minds of every future father and mother to preserve the foundation of family morality, which is an organic feature of Ukrainian educational traditions (Shcherban, 2000; Demir & Erdogan, 2018; Solmaz, 2018). An extended family is a group of people united by the marital and blood ties, it consists of a husband, wife, children and other close relatives who live together, run a common household and participate in multilateral relationships, including those between husband and wife, parents and children, siblings and other relatives (Blaginina & Belkina, 1996). In the extended family members learn the rules of family life, love, respect for parents, grandparents. This phenomenon requires the further study and proper use of the studied units. Lineage should be considered as another important category. It is generations that originate from one ancestor and participate in multilateral family relations, which are reflected and enshrined in traditions, rituals, holidays, pedigree (Blaginina & Belkina, 1996; Fleming & Slotta, 2018).

Family vocabulary is a compilation of words that define a group of people who are related by blood or close social and personal ties of genealogical or in-law relationships. The study of psychological, pedagogical, methodological and linguistic literature allows for stating the lack of proper special research of the problem of studying family vocabulary. However, it should be noted that some issues of genealogical and in-law relationships were analysed in the works of Buryachok (1961); Ponomarev (2012) and others. Notably, despite proper research of the software for outlined problem (Matsko et al., 2017), analysis of the textbook database reveals that there are explanatory, phraseological and names of feelings dictionaries, Ukrainian equivalents of borrowed words, some stable Russian phrases (idioms), difficulties of Russian-Ukrainian translation, official business style, management and gap in functional and vocabulary studying of family lexis and the necessary model for learning the material (Rivera et al., 2018; Abreu-Tardelli & Apostolo, 2018; Nagy, 2019). In addition, the justified advantages of the chosen approach provide the possibility to consider the efficiency of comprehension of information depending on the channels of its receipt. For example, a person masters 10% of the material read; 20% – audio information; 30% – visual; 50% – from what was seen and heard; 70% – from what was said; 90% – from what one says and sees.

The chosen approach is up-to-date and can become a theoretical background for building a system of education that places the student in the centre of relevant activities, considers individual psychological, age and national features to the fullest (Hamre et al., 2010; Rao, 2002). Active cooperation involves setting and solving specific educational tasks, which object is practicing language (listening, speaking, reading, writing). However, sometimes this approach is viewed in a narrow way, namely as the use of different situations, while it is about creating an environment where students participate in activities that are important and

meaningful to them, i.e., the relevance of situations was predicted (Azimov & Shchukin, 2009). Thus, it allows for leading the lessons in the direction of communication practice, using language to exchange ideas, which is very important for family communication and interpersonal interaction, awareness of one's responsibility for words and deeds (Sarfraz et al., 2015; Peacock, 2001).

At the same time, the conditions for the rapid development of modern information technology require creating and sustaining the need for communication, the study of such features of functioning in the family (through the practice of using the studied units); situational implementation to ensure the development and support of national values of the state (Darmawan et al., 2020; Sasstos, 2020; Khatib & Tootkaboni, 2019). Moreover, this approach meets the modern requirements of the educational process such as communicative behaviour of the teacher in class, the use of exercises that create the most significant situations of communication, taking into account individual features, ways to stimulate language activity and development of skills using group learning and problem solving (Natividad & Batang, 2018). Thus, the modern reality of the linguistic system of education requires multifaceted communicative comprehension of linguistic material (family lexis) at the practical, theoretical and personality-oriented level of consciousness and use, technical testing of personal communication and actions (Al-Muslim & Ismail, 2020; Grein, 2018).

Materials and Methods

Theoretical methods (analysis; synthesis; generalization; method of analogies; modelling); diagnostic (questionnaires, interviews, method of exercises); empirical methods (study of the experience of educational organizations, normative and educational literature; pedagogical observation); experimental methods (ascertaining, forming, control experiment); methods of mathematical statistics and graphical representation of result were used in this study. Ivano-Frankivsk Vocational College of Vasyl Stefanyk at Precarpathian National University served as the basis for the experiment. The first stage was a theoretical analysis of existing methodological approaches in pedagogical, methodological, psychological, philosophical academic literature, analysis of the vocabulary, which included the study and collection of factual data from relevant linguistic sources such as a large explanatory dictionary of the Ukrainian language; dictionary-reference book of signs of Ukrainian ethnic culture; T.G. Shevchenko dictionary of Ukrainian language; dictionary of synonyms of Ukrainian language; encyclopaedias; dictionary of symbols of Ukrainian culture eleven volumes dictionary of Ukrainian language; dissertations on the problem, abstracts, the text of the Bible, the theory and methods of pedagogical research, the topic, purpose, object, subject, research objectives and methods were determined, the plan of the experiment was made. At the second stage, a model of development of family lexical competence of students was designed; a number of pedagogical conditions were identified and substantiated for its effective use, development and implementation by subject teachers; the experiment was conducted and analysed, the results and conclusions obtained were analysed, verified and specified (Imahori & Lanigan, 1989).

At the third stage the experiment, theoretical and practical conclusions were completed. The obtained results were generalized and systematized. A structural-functional model of the development of family lexical competence based on the communicative approach was developed, including its main idea, content-procedural and result-evaluation structural components ([Koester & Lustig, 2015](#)). Thus, the progressive component of the model of family lexical competence involved the development and solution of core problems, which determined the principles of further application of the developed model such as preparation stage, which involved active use of listening and reading; main phase that includes statements, conversations, dialogue; writing (reflection, oral and written messages, exercises, compiling a family tree, memory cards, scribing, etc.); stage of self-reflection allowed control independently and collectively the level of mastery of communication skills in the context of a separate situational rubric and levels of study of a particular family lexis. The proposed model is the foundation for the development of family lexical competence of students in a real educational process as an important condition for the modernisation of contemporary education and development of the New Ukrainian School.

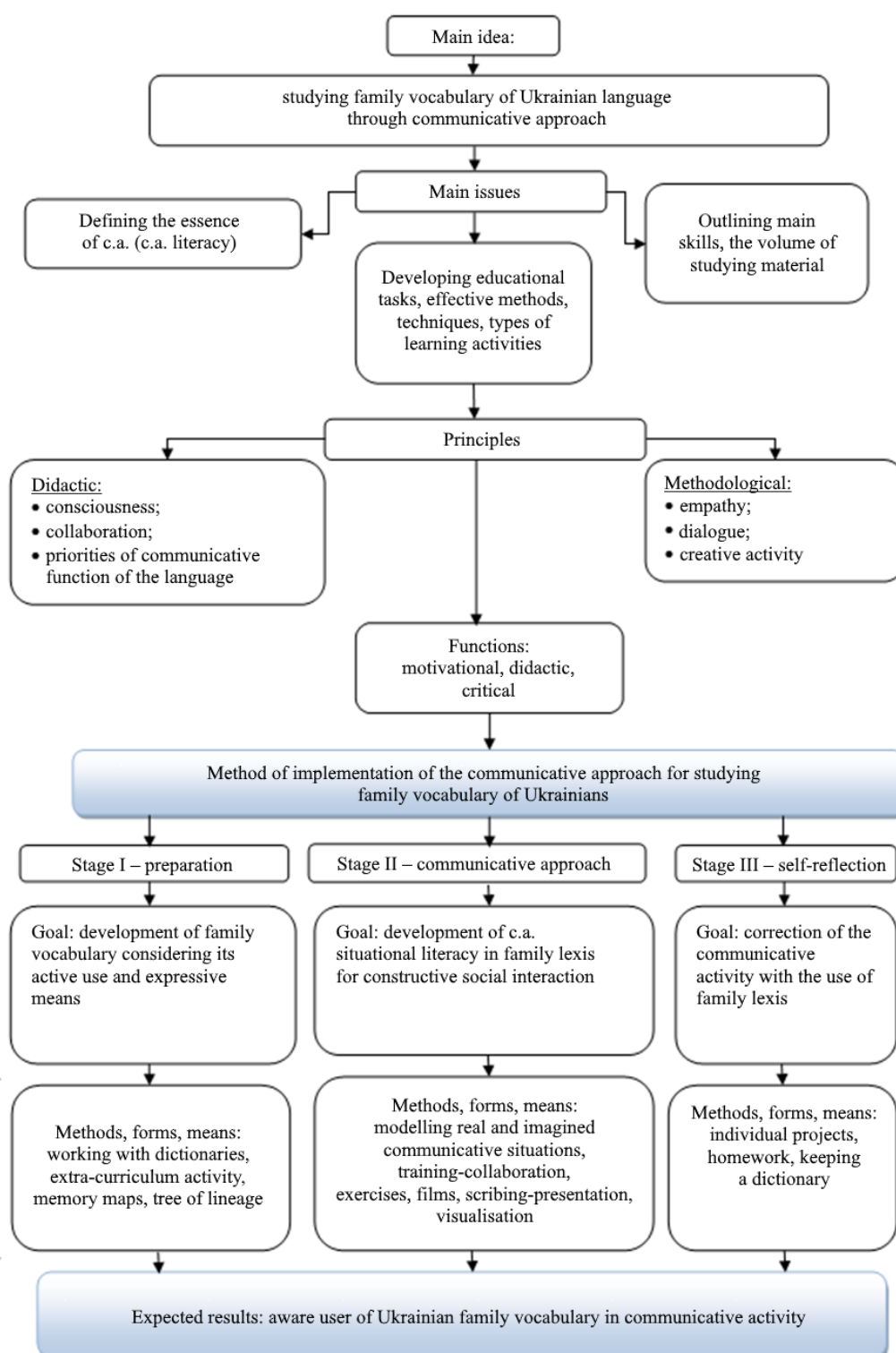


Figure 1. The structure of the model of teaching family vocabulary of the Ukrainian language based on communicative approach

Results and Discussion

Analysis of the dynamics of the development of family lexical competence in the experimental group allowed for arguing that the implementation of the developed model is an opportunity to increase the efficiency of learning family vocabulary and the process of development of family lexical competence (communicative approach) (Yakovleva & Yakovlev, 2014; Farashahi & Tajeddin, 2018). Therefore, the introduction of this model involved the following stages of experimental work such as:

- determination of the initial level of formation of family lexical competence with the use of methods of testing, questionnaires, pedagogical observation and self-observation; statistical processing of research results;
- development and implementation of educational and methodological support that would contribute to the successful formation of family lexical competence of the proposed structural and functional model and the possibility of its use by subject teachers.

The experiment involved 389 college students. The analysed results of the diagnostic examination allowed for concluding that most students had an initial and reproductive level of family lexical competence (RLC); a very small part had a normative and creative indicator (Table 1, Figure 2).

Table 1
The level of development of family lexical competence at the ascertaining stage

Levels of development of family lexical competence	I the stage of the experiment			
	Expert Group (n=195)		Control Group (n=194)	
	Quantity	%	Quantity	%
Creative	10	5	11	6
Normative	20	10	21	11
Reproductive	125	64	121	62
Initial	41	21	41	21

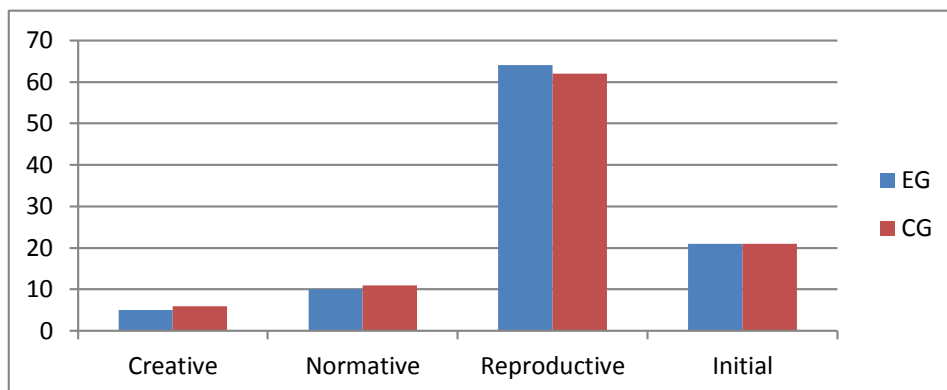


Figure 2. The level of FLC development at the ascertaining stage of the experiment

Initial indicators of mastering family vocabulary were defined to avoid using the richness of relevant nominations, misunderstanding of the direct and figurative meaning of language material, inability to explain its meaning and adequately transfer it to their controlled speech, etc. Notably, there is a difficulty in creating a dialogic and monologue statement; the need for teacher assistance to initiate oral and written communication (texts). Reproductive level of mastery of family vocabulary is explained by the predominant lack of presentation of their individuality (except for isolated aspirations for creative self-expression supported by the teacher), the large number of errors in constructing utterances, the difficulty of using some lines in dialogues, misunderstanding of the meaning and richness of the certain words, the underdeveloped ability to adequately assess and control their speech. The study has found that participants of the learning process are not willing to connect its results with further life projects such as the creation and promotion of family development, personal responsibility for the communicative aspect in family and interstate interaction.

The other side of the problem reveals the situation of evaluating objective results rather than subjective achievements expressed by individual self-awareness in using the studied units and establishing the relationship with activities, the relation between real opportunities, successes or failures. The methodological conditions of the formative experiment were implemented due to the support of close cooperation with teachers and management, participants of the educational process. A step-by-step algorithm of activity, its semantic, psychological-pedagogical and linguistic-methodical content were developed and used. In addition, the experiment considered the individual and family characteristics of students, their possible options. The effectiveness of the educational and methodological model was ensured by the quality implementation of every stage, the method of implementation of the communicative approach (preparatory, main and necessary stage of self-reflection); careful observations; appropriate diagnostic actions; definiteness of levels of development of family lexical competence such as initial, reproductive, normative, creative; semantic content of their formative component.

The initial level involved acquaintance with the samples of the studied units and clarification of their lexical meaning; selection of the most numerous synonyms; drawing metaphorical and antonymous parallels; construction of word clouds, etc. The reproductive level included the study of family vocabulary in the context of signs of Ukrainian ethnic culture, activities, history; relevant traditions, the text of the Bible; construction of a semantic scheme of characteristic; pedagogical ideas and advice about certain people of family nomination; finding out constructive options for appeals; determining the closeness/alienation in relationship; features of national and world experience of parental upbringing and functioning of family lexis; study of real and idealized ideas about these units; devising a plan of all possible assistance to the least protected categories of society (orphans, widows), etc. (Kumar et al., 2016; Rasna & Tantra, 2017). Normative level involves study of the stages of family life and the corresponding relationship with family lexical nominations; ancestral traditions as an unconditional influence on relatives and the state; monuments of architecture and painting associated with the outlined units; secrets of marital happiness; use of non-violent communication techniques with appropriate use of the studied vocabulary; the relationship between family and state traditions; life philosophy of loved ones; work with the table of wedding anniversaries; tracing the relationship of family nominations, linguistic and psychological self-reflection, etc. (Mehler et al., 1994; Rodríguez et al., 2013).

The creative level included a "Dialogue with the Family"; study of fundamental religious ideas related to the studied units; attempts to analyse the work of Taras Shevchenko in the context of the defined problem; functioning of foreign languages; life school to improve karma; sensing the energy of loved ones and the products of their activities (embroidery) or the environment (trees, natural elements, etc.); the relationship of the studied units with the sources of power and the practice of contemplation of places of energy recovery; control of one's thoughts; summarizing the statements of famous people; expressing one's attitude to what is read, heard or seen; building house rules or 3 good deeds; oral/written research projects; hobbies; a diary of self-reflections, etc. Notably, during the study the high school student received 1, 2, 3, 4 or 5 points for each indicator, i.e., the results of the exercises provided for their evaluation by levels: "Wealth"; "Awareness of the contextual functioning of family vocabulary"; "Personal statements, interaction and elements of linguistic and psychological self-reflection". Points were distributed on a five-point scale. Thus, the following differentiation was provided for the first indicator: 0 points - the exercise was not performed; 1 point - naming and explanation of 1-2 family lexical nominations; 2 points - incomplete illustration of the studied units or their variations; 3 points - naming a narrow circle of lexis of family nomination; 4 points - omission of some opposition pairs of the studied vocabulary or their synonymous variations; 5 points - naming the full range of opposition pairs of family lexical nominations, ethnocultural specifics, synonymous variations.

Second: 0 points – the task is not completed; 1 point – naming no more than one family lexical nomination and variations of its situational use; 2 points – 2-3 family nominations and the same number of options for contextual functioning; 3 points – insufficient orientation with formulas of situational use (from 4 to 6 options); 4 points – mastery of family vocabulary in various life situations, naming

7-10 of these units; 5 points – free possession of family vocabulary, regardless of the nature of the proposed situation and the use of 10 or more of these nominations. Third: 0-1 points – the task is not completed; 2 points – the compositional structure and logical connection are broken; 3 points – inconsistency of utterances with the topic or genre, poor use of family nominations and certain means of expression; 4 points – some violations of the logic of presentation, erroneous understanding of lexical meaning or neglect of contextual information; 5 points – clear expression of thought in accordance with the theme and genre, compositional integrity, correctness of sentence construction with situationally use of appropriate family vocabulary (Nyandra et al., 2018).

Thus, in this study, the most amicable atmosphere was created and mutual support was provided, which contributed to the development of communication activities and higher forms of cooperation and collaboration, emotional intelligence and empathy. This purposeful development of family lexical competence among students of the experimental group was provided by the gradual implementation and diagnosis, analysis of the success of the implementation of the relevant stages of the educational process. The difficulties are discussed, the advantages and disadvantages of the performed work are considered. The changes that have occurred during the research and experimental activities allow for tracing the general dynamics of the development of family lexical competence during the research of the studied units (communicative approach). Diagnostic sections were performed with the same methods as at the ascertaining stage of the experiment (Vovchuk et al., 2021). At the third stage the experimental work was completed, theoretical and practical conclusions were specified, the obtained results were generalized and systematized (Table 1, Figure 3). The level of development of family lexical competence at the control stage testified to the theoretical and experimental validity of this approach, which confirms the dynamics of creative and normative levels (the first increased by 20% in experimental groups and by 9% in control; the second - by 44% in experimental and by 13% in control groups). Meanwhile, the indicators of reproductive and initial levels decreased significantly (by 49% in the experimental groups and by 2% in the control groups for the corresponding level and by 10% in the experimental and by 3% in the control groups at the initial level).

Notably, in the control group there were no significant changes in the levels of development of family lexical competence. The reliability of the obtained results was checked according to the assessment of the nature of the respective tasks. Thus, the communicative approach for the development of family lexical competence of high school students is a relevant and promising way to study the discussed material, education of tolerance, willingness to cooperate, comprehensive development in the activities. The prospects of these principles are quite effective for preparation for the rapidly changing modern life, use of creative potential, critical learning, ability to obtain information, listen, read, speak, write, express the desire for self-improvement, actively seek promising ways of interpersonal interaction and intercultural communication, awareness of national identity and dignity (Table 2).

Table 2
The level of development of family lexical competence at the control stage

Levels of development of family lexical competence	II the stage of the experiment			
	Expert Group (n=195)		Control group (n=194)	
	Quantity	%	Quantity	%
Creative	39	20	18	9
Normative	106	54	25	13
Reproductive	29	15	116	60
Initial	21	11	35	18

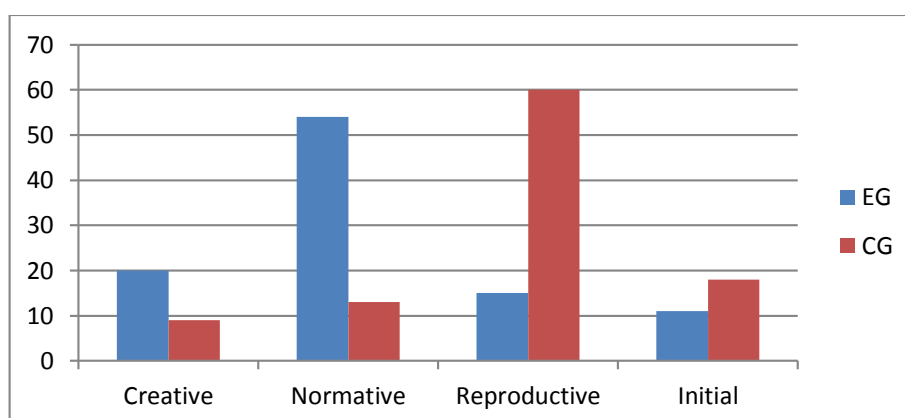


Figure 3. The level of FLC development at the control stage

The results of the study show that students seek to master the vast family vocabulary and its contextual functioning; show willingness to work with the specified material. Moreover, the vast majority of the students were interested in learning situational and contextual information such as ethnic national bioenergy and other contexts of functioning of these lexes; the possibility of practical use of educational material.

Conclusions

Working with psychological-pedagogical, methodical and linguistic literature allows for conforming the lack of proper special researches devoted to the problem of teaching family vocabulary (communicative approach) and development of research competence; development of the specified units on the corresponding levels of functioning (Mukaddas & Nilufar, 2021). However, some issues of genealogical and in-law relationships were analysed in the works of some Ukrainian scholars. The application of communicative approach in the study of family vocabulary in high school will shift the focus to the processes of individual interaction and the development of early awareness of personal responsibility for one's words and actions. It is established that the teaching of family vocabulary in high school (communicative approach) will contribute to the successful development of the studied competence if provided the organised implementation

of the proposed methodological model as a process of purposeful and conscious mastery of outlined nominations in terms of situational exercises, reading, speaking and writing, possible practice of approbation in real life situations.

The materials of this study can be useful for school teachers, college teachers, lyceums for developing a national and family-conscious personality, a highly qualified user of the defined vocabulary through their individual efforts and situational work on themselves. During the study, new issues and problems arose that need further research such as the introduction of the proposed material in the software of high school, vocational high schools and colleges, first courses of higher education to continue developing both discussed and innovative family lexis; developing a sense of responsibility for their situational implementation and the impact of relevant language material on the atmosphere of the family and the state. The materials of this study can be useful for Ukrainian language teachers, scholars, psychologists, methodologists, students, and anyone who seeks to consciously use family lexis, enrich their vocabulary to improve interpersonal interaction within the family with the prospect of creating further positive dynamics in the country.

References

- Abreu-Tardelli, L. S., & Apostolo, M. C. (2018). The role of the didactic model of textual genres in language teaching. *Calidoscopio*, 16(3), 361-368.
- Al-Muslim, M., & Ismail, M. F. (2020). Language Teacher Quality Characteristics: What the Literature Shows. *Journal of Education and e-Learning Research*, 7(4), 430-436.
- Azimov, E. G., & Shchukin, A. N. (2009). New dictionary of methodological terms and concepts (theory and practice of teaching languages). M.: IKAR Publishing House, 448.
- Blagin, V. M., & Belkina, N. I. (1996). *Family encyclopedia*. Kyiv: Bogdana.
- Buryachok, A. A. (1961). *Names of kinship and kinship*. Kyiv: ANURSR Publishing House.
- Darmawan, T., Dewi, A. A., Mashuri, H., & Setiana, S. M. (2020). Teaching speaking with Communicative Language Teaching (CLT) approach. *Journal of Physics: Conference Series*, 1477(4), article number 042017.
- Demir, S., & Erdogan, A. (2018). The Role of Teaching Grammar in First Language Education. *European Journal of Educational Research*, 7(14), 87-101.
- Farashahi, M., & Tajeddin, M. (2018). Effectiveness of teaching methods in business education: A comparison study on the learning outcomes of lectures, case studies and simulations. *The International Journal of Management Education*, 16(1), 131-142. <https://doi.org/10.1016/j.ijme.2018.01.003>
- Fleming, L., & Slotta, J. (2018). The pragmatics of kin address: A sociolinguistic universal and its semantic affordances. *Journal of Sociolinguistics*, 22(4), 375-405.
- Grein, M. (2018). Progress in language teaching. *From Pragmatics to Dialogue*, 31, 61.
- Hamre, B. K., Justice, L. M., Pianta, R. C., Kilday, C., Sweeney, B., Downer, J. T., & Leach, A. (2010). Implementation fidelity of MyTeachingPartner literacy and language activities: Association with preschoolers' language and literacy

- growth. *Early Childhood Research Quarterly*, 25(3), 329-347. <https://doi.org/10.1016/j.ecresq.2009.07.002>
- Imahori, T. T., & Lanigan, M. L. (1989). Relational model of intercultural communication competence. *International Journal of Intercultural Relations*, 13(3), 269-286. [https://doi.org/10.1016/0147-1767\(89\)90013-8](https://doi.org/10.1016/0147-1767(89)90013-8)
- Khatib, M., & Tootkaboni, A. A. (2019). Attitudes Toward Communicative Language Teaching: The Case of efl Learners and Teachers. *Íkala, Revista de Lenguaje y Cultura*, 24(3).
- Koester, J., & Lustig, M. W. (2015). Intercultural communication competence: Theory, measurement, and application. *International journal of intercultural relations*, 48, 20-21. <https://doi.org/10.1016/j.ijintrel.2015.03.006>
- Kumar, S. S., Kumar, R. S., & Sankar, G. (2016). Creative thinking of English language teaching to the secondary language learners. *International Journal of Linguistics, Literature and Culture*, 2(4), 150-155.
- Matsko, L. I., Gruba, T. L., Semenog, O. M., & Symonenko, T. V. (2017). *Ukrainian language 10-11 grades. Program for specialized training of students of secondary schools. Philological direction, profile – Ukrainian philology*. Kyiv: Project. Ministry of Education and Science of Ukraine.
- Mehler, J., Dupoux, E., Pallier, C., & Dehaene-Lambertz, G. (1994). Cross-linguistic approaches to speech processing. *Current opinion in neurobiology*, 4(2), 171-176. [https://doi.org/10.1016/0959-4388\(94\)90068-X](https://doi.org/10.1016/0959-4388(94)90068-X)
- Mukaddas, A., & Nilufar, D. (2021). The use of interactive methods in teaching professional speech to students. *Linguistics and Culture Review*, 5(S2), 1122-1130. <https://doi.org/10.21744/lingcure.v5nS2.1801>
- Nagy, I. K. (2019). In between Language Teaching Methods: Do We Need (to Know About) Methods at All?. *Acta Universitatis Sapientiae, Philologica*, 11(3), 119-139.
- Natividad, M. R. A., & Batang, B. L. (2018). Students' Perceptual Learning Styles and Attitudes toward Communicative Language Teaching. *TESOL International Journal*, 13(4), 104-120.
- Nyandra, M., Kartiko, B.H., Susanto, P.C., Supriyati, A., Suryasa, W. (2018). Education and training improve quality of life and decrease depression score in elderly population. *Eurasian Journal of Analytical Chemistry*, 13(2), 371-377.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29(2), 177-195. [https://doi.org/10.1016/S0346-251X\(01\)00010-0](https://doi.org/10.1016/S0346-251X(01)00010-0)
- Pentilyuk, M. I. (2000). *Methods of teaching the native language in secondary schools*. Kyiv: Lenvit.
- Ponomarev, O. D. (2012). *Ukrainian word for everyone and for everyone*. Kyiv: Lybid.
- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*, 30(1), 85-105. [https://doi.org/10.1016/S0346-251X\(01\)00050-1](https://doi.org/10.1016/S0346-251X(01)00050-1)
- Rasna, I. W., & Tantra, D. K. (2017). The local wisdom in Bahasa Indonesia text books in a low class: Ethno-pedagogy study. *International Journal of Linguistics, Literature and Culture*, 3(1), 117-125.
- Rivera, G. S., Tesoriero, R., & Gallud, J. A. (2018). Model-based approach to develop learning exercises in language-learning applications. *IET Software*, 12(3), 206-214.

- Rodríguez, R. M., Martínez, L., & Herrera, F. (2013). A group decision making model dealing with comparative linguistic expressions based on hesitant fuzzy linguistic term sets. *Information Sciences*, 241, 28-42. <https://doi.org/10.1016/j.ins.2013.04.006>
- Sarfraz, S., Mansoor, Z., & Tariq, R. (2015). teachers' and students' perceptions of the communicative language teaching methodology in the CALL environment: A case study. *Procedia-Social and Behavioral Sciences*, 199, 730-736. <https://doi.org/10.1016/j.sbspro.2015.07.604>
- Sasstos, L. M. D. (2020). The discussion of communicative language teaching approach hi language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109.
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524.
- Shcherban, P. M. (2000). Natsionalne vykhovannia v simi.[National upbringing in the family].
- Solmaz, O. (2018). A critical review of research on social networking sites in language teaching and learning. *Contemporary Educational Technology*, 9(3), 315-330.
- Vovchuk, L., Iovcheva, A., Habro, I., Pohorielova, I., & Oleksenko, R. (2021). Peculiarities of teaching the students of the specialty international relations, low and history professional disciplines. *Linguistics and Culture Review*, 5(S4), 442-453. <https://doi.org/10.21744/lingcure.v5nS4.1642>
- Yakovleva, N. O., & Yakovlev, E. V. (2014). Interactive teaching methods in contemporary higher education. *Pacific Science Review*, 16(2), 75-80. <https://doi.org/10.1016/j.pscr.2014.08.016>