

сприяють активній співпраці між студентами та викладачами навчального закладу. Крім того, вони дозволяють розробляти нові методики навчання, які краще відповідають вимогам сучасного ринку праці та сприяють більш успішному формуванню професійних навичок учнів. Такий підхід допомагає майбутнім графічним дизайнерам здобувати необхідний досвід інтерактивної роботи в мережі, що є важливим аспектом їхньої підготовки до викликів професійного середовища. У цілому, мультимедійні технології в навчальному процесі стають ключовими для забезпечення якісної та сучасної підготовки майбутніх фахівців у галузі графічного дизайну.

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MEDIATION AS A MODERN EDUCATIONAL STRATEGY

In our multicultural world nowadays, foreign languages become a universal tool for the dialogue of cultures and civilizations, in particular English which is the world-wide recognized language of international communication. So we need to form the appropriate foreign language socio-cultural competence, thus transforming traditional approaches to learning in educational institutions, since it is not only about mastering a language, but also a foreign culture. That is why the concept of **“mediation”** as the educational strategy for deep understanding of language and foreign culture (in the process of both verbal and non-verbal communication with foreigners) is gaining increasing popularity in the field of education in Ukraine in general secondary and higher education institutions.

According to the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (2020) by Council of Europe, “mediation” can be interpreted as “the process of penetrating the language ('languaging') through the facilitation of understanding and communication” [2, p. 35]. This methodological problem is relatively new: foreign scientists began to discuss it in the 1990s. The phenomenon of mediation and the peculiarities of mediating activities (M. Bayram), in particular its psychological aspects (S. Viaggio) were investigated; the components of mediation content were also determined, as well as the functions of an intercultural mediator (Zh. Zarate) [3]. Among Ukrainian scientists, the problem of mediation in the process of learning foreign languages was studied by: V. Volik [3] (written forms of mediation for training students-specialists: the author’s system of mediative strategies was proposed), O. Pasichnyk [1] (mediation as a special type of communicative educational activity, activities of a mediator), L. Shvorob (intercultural approach in teaching foreign languages and the role of a teacher-mediator). This promising strategic educational direction requires further in-depth

research, since the need to develop the skills of interpreting intercultural differences remains relevant for our citizens, especially now, when many Ukrainian families were forced to go abroad because of the war and faced problems of intercultural communication and integration. This determines the need for the formation of strategic skills of performing mediative activities for both students and teachers of foreign languages in Ukraine, as well as the need to define an appropriate system of exercises and tasks in modern foreign language textbooks in order to achieve this goal.

Therefore, the acquisition of foreign language sociocultural competence involves getting, understanding and using the necessary minimum of sociocultural knowledge when it's needed, as well as a system of skills and abilities to coordinate one's behaviour in accordance with communicative tasks, taking into account possible differences in interpretation of specific meanings for different cultures, which is reflected in the peculiarities of translation, in verbal and nonverbal communication. For example, to the question “How are you?” English people do not expect a long detailed sincere answer (as Ukrainians get used to reply on such question) – it is rather a polite form of greeting, a standard exchange of courtesies according to etiquette, which is usually reduced to a neutral: everyone or everything is “OK”. Such phrase as “Nice to meet you!” is used only once when you first meet someone, but not every time during each meeting with this person (as it might seem due to its literal translation). The English popular phrase “Break a leg!” does not mean anything bad like real breaking a leg (as in the literal translation) – it is just a good wish to pass the exams successfully, and “raining cats and dogs” should be translated as heavy rain, it's not actually about cats/dogs, as it might seem, as well as an invitation from a foreigner to “watch birds and bees” wouldn't mean real birds and bees at all...

There are quite a lot of such differences between the literal translation and the real meaning attached by native speakers due to the nuances of word meanings in the English language depending on the context, which is why it is so important to check attentively the technical translation of various online translators, that may not always appropriately capture the contextual meaning, unlike real language specialists which are called **mediators** (translators, teachers, philologists). Guided not only by the acquired lexical-grammatical base of a foreign language, but also by their sociolinguistic experience, mediators are able to read and adequately convey to all participants in the process of intercultural communication the essence of the idea embedded in a foreign language message so that it wouldn't arise distorted interpretations in the perception of any content or form. This process of deep immersion in the language, understanding and interpretation of its clear and hidden meanings on the basis of verbal and non-verbal interaction, taking into account the socio-cultural background, is called “mediation”. Therefore, a modern teacher of a foreign language should be not only a facilitator – a mentor who helps students master the formal aspects of foreign language communication, but also a mediator – a socio-cultural translator, mediator-interpreter, able to explain informal, sometimes hidden behind words, meaningful nuances in the interpretation of native speakers. In order to adequately navigate the contextual understanding of a foreign language message, you need to be a high-class specialist yourself to be able to teach it someone else.

Literature

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