Редакційна колегія наукового збірнику «Актуальні питання гуманітарних наук» повідомляє про ретракцію статті:
FORMATION OF METHODOLOGICAL COMPETENCE IN FUTURE ENGLISH TEACHERS THROUGH MINDFULNESS PRACTICE.
Автори: Serhii Bolotnikov, Anna Ageicheva.
Рішення про ретракцію ухвалено редакційною колегією від 01.09.2026. Причина ретракції: за бажанням авторів. Ознак академічного плагіату, фальсифікації результатів дослідження або недостовірності наукових даних редакцією не встановлено.

UDC 378.011.2:811.111]:158.98
DOI https://doi.org/10.24919/2308-4863/100-12

Serhii BOLOTNIKOV,
orcid.org/0009-0001-4016-4291
PhD student
National University "Yuri Kondratyuk Poltava Polytechnic"
(Poltava, Ukraine) bolotnikov09@gmail.com

Anna AGEICHEVA,
orcid.org/0000-0003-2184-8820
PhD in Pedagogy, Associate Professor,
Dean of the Faculty of Philology, Psychology and Pedagogy
National University "Yuri Kondratyuk Poltava Polytechnic"
(Poltava, Ukraine) ageicheva@ukr.net

FORMATION OF METHODOLOGICAL COMPETENCE IN FUTURE ENGLISH TEACHERS THROUGH MINDFULNESS PRACTICE

The article examines and empirically tests a new approach to the development of methodological competence in future English teachers through mindfulness practice. The relevance of the topic is due to the need to train teachers who are able not effectively teach the subject, but also to maintain high concentration, emotional stability and flexibility in a dynamic educational environment. The meaning of the concept of "methodological competence of a foreign language teacher" has been clarified , which is supplemented with reflective and regulatory components based on the principles of awareness. The author proves that the practice of mindfulness is not just a tool for psychological unloading, but also the teacher's ability to fully focus on the educational process and instantly adapt methodological techniques to current student needs. A methodological model that integrates mindfulness exercises (conscious breathing, observation of thoughts, non-evaluative perception) directly into the process of mastering linguistics is described. Teaching according to this model allows students to reduce the level of "language and methodical stress", improve the quality of the lesson planning and develop empathic communication in the classroom. Future teachers learn to work with the barriers of students, overcome their own insecurity and create a favorable psychological climate for learning English. The content of the training is implemented through the integration of thematic modules, where the methodological techniques of teaching English are combined with the techniques of awareness. The separation of visual, auditory, and verbal incentives made it possible to implement a multimodal approach to teaching English, which is critically important for effective communication. It has been proven that within the framework of mindfulness practice, work with these groups of incentives becomes particular importance, because they are not only a technical means of learning, but also a methodical tool for building conscious communication, where the teacher harmoniously manages the attention and perception of students. The results of the researching showed positive dynamics in all components of methodological competence, in a particular cognitive, activity and personal.

Key words: *methodological competence, future English teachers, mindfulness, awareness, linguistics, emotional intelligence, professional training.*

Сергій БОЛОТНІКОВ,
orcid.org/0009-0001-4016-4291
аспірант
Національного університету «Полтавська політехніка імені Юрія Кондратюка»
(Полтава, Україна) bolotnikov09@gmail.com

Анна АГЕЙЧЕВА,
orcid.org/0000-0003-2184-8820
кандидат педагогічних наук, доцент,
декан факультету філології, психології та педагогіки
Національного університету «Полтавська політехніка імені Юрія Кондратюка»
(Полтава, Україна) ageicheva@ukr.net

ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ НА ЗАСАДАХ ПРАКТИКИ МАЙНДФУЛНЕС

У статті теоретично обґрунтовано та практично перевірено новий підхід до формування методичної компетентності майбутніх учителів англійської мови з використанням практики майндфулнес. Актуальність теми зумовлена необхідністю підготовки педагогів, здатних не лише ефективно викладати навчальний предмет, а й зберігати високу концентрацію, емоційну стабільність та гнучкість у динамічному освітньому середовищі.

«RETRACTED ARTICLE»

Уточнено зміст поняття «методична компетентність вчителя іноземної мови», який доповнено рефлексивним та регулятивним компонентами, що базуються на принципах усвідомленості. Автором доведено, що практика майндфулнес є не просто інструментом психологічного розвантаження, а також здатністю вчителя повністю фокусуватися на навчальному процесі та миттєво адаптувати методичні прийоми під актуальні потреби учнів. Описано методичну модель, яка інтегрує майндфулнес-вправи безпосередньо в процес опанування лінгводидактики. Навчання за цією моделлю дозволяє учням зменшити рівень «мовного та методичного стресу». Дослідженням підтверджено, що інтеграція практик усвідомленості сприяє глибшому засвоєнню методичних знань через активізацію метакогнітивних процесів. Майбутні вчителі навчаються працювати з бар'єрами учнів, долати власну невпевненість та створювати сприятливий психологічний клімат для вивчення англійської мови. Зміст підготовки реалізується через інтеграцію тематичних модулів, де методичні прийоми викладання англійської мови поєднуються з техніками усвідомленості. Виокремлення візуальних, слухових та вербальних стимулів дозволило реалізувати мультимодальний підхід до навчання англійської мови. Доведено, що в межах практики майндфулнес робота з цими групами стимулів набуває особливого значення, оскільки вони є не лише технічним засобом навчання, а методичним інструментом побудови усвідомленої комунікації, де вчитель гармонійно керує увагою та сприйняттям учнів. Результати дослідження засвідчили позитивну динаміку в усіх компонентах методичної компетентності, зокрема когнітивному, діяльнісному та особистісному.

Ключові слова: *методична компетентність, майбутні вчителі англійської мови, майндфулнес, лінгводидактика, емоційний інтелект, професійна підготовка.*

Problem Statement. Modern education is focused on strengthening the principle of humanization of learning, creating favorable conditions for intellectual and spiritual development of the individual, as well as finding effective strategies and tactics for interpersonal communication. That is why it is important to prepare a competent specialist, namely a foreign language teacher, whose role changes from informational to competence-communicative, specifically: readiness for effective communicative interaction, thanks to the formed skills of verbal and non-verbal communication.

Research Analysis. The problem of the formation of communicative competence of future foreign language teachers was studied by N. Bibik (Bibik, 2001), N. Bidiuk (Bidiuk, 2012), A. Dzhurylo, O. Komar (Dzhurylo, Komar, 2024), N. Maiier (Maiier, 2015), O. Matsnieva (Matsnieva, 2018) and others, revealing the competence approach peculiarities in the professional training of the future teacher. The analysis of scientific works certifies the urgency of the problem of forming the communicative competence of future foreign language teachers based on mindfulness practice. In general, as N. Bibik emphasizes, competence is a combination of relevant knowledge in a specific field, abilities that allow us to reasonably judge this area and act actively in it (Bibik, 2001). Convincingly interprets the communicative competence of N. Bidiuk as "a wide range of communication channels and content available to a native speaker, his ability to choose from language and social skills the appropriate means of transmitting verbal and non-verbal information based on this content and his intentions" (Bidiuk, 2012: 159). Methodical competence is distinguished as the main one in the process of solving various professional problems in the context of the New Ukrainian School concept.

Research Purpose is to highlight some aspects of the mindfulness practice of the communicative competence formation of future foreign language teachers.

The following **research methods** were used in the article: analysis of psychological, pedagogical, scientific knowledge, educational publications on the problem of professional training of pedagogical workers and foreign languages teachers; systematic and functional analysis, identification of organizational and pedagogical conditions, improvement of communicative activity means.

Main Content. The methodological competence formation takes place by means of the educational content, represents the professional activity conditions and the communication process effectiveness, also involves "communicative and educational activity (formation of a stable interest in mastering a foreign language); research activity (development of a systematic approach to solving research problems and research competencies formation" (Bolotnikov, 2024: 579). Developing a curriculum and planning classes in the classroom, it is worth starting by creating and ensuring a safety atmosphere. As N. Miier emphasizes, "for the successful solution of professional problems, for the effective organization of the educational process in order to master students foreign language communicative competence, the future teacher of a foreign language must have a high level of methodological knowledge, the formation of methodological skills" (Maiier, 2015: 14). At the beginning of the learning process, the teacher can offer students to conclude a so-called Agreement, that will become a platform for interaction and understanding between them, will determine the rules, expectations and common goals on which the participants will focus during the educational process. The Agreement

РЕПАСЕВУ КВДПУ ІМЕНІ

may provide for the following sections: *goals and expectations* – definition of specific goals that participants hope to achieve and clear definition of their expectations of educational process; *principles of cooperation* – establishing rules that involve interaction between teacher and students, in particular rules of respect, openness and mutual support; *roles distribution* – delineation of clear roles for each participant; *feedback processes* – coordination of methods and time of feedback.

It is important that the Agreement is not a set of rules imposed by the teacher, it should be developed together with the students, who must formally accept them without coercion. The agreement is an extremely important tool that helps establish a clear basis for group work, increases student engagement, and creates an atmosphere of mutual trust and acceptance, making the learning process more effective. To ensure the implementation of the Agreement, it is necessary to develop mindfulness exercises in English classes that have their own benefits for both the mental and physical health of students; help overcome stress that can hinder the process of learning and assimilation of knowledge; reduce stress levels, allowing you to better focus on educational materials and learn them more effectively; create a sense of calm, which contributes to a deeper understanding and memorization of new information. In addition, mindfulness has a positive effect on emotional regulation, which in turn affects engagement and motivation in learning. Better control of emotions will help students cope more effectively with academic difficulties and maintain a climate of goodwill, which is crucial for the learning process.

The increased concentration that results from mindfulness practice helps students focus better on tasks. Additionally, mindfulness improves interpersonal relationships, enabling more effective collaboration and communication in the class. Self-awareness, developed through mindfulness, allows you to understand better your strengths and areas that need improvement, leading to more informed and effective learning. It is worth emphasizing that participants in the educational process who are aware of their emotions and reactions are more sensitive and responsible, as well as consistent in sharing knowledge with others, which makes pedagogical interaction more effective. Using mindfulness exercises not only supports students' individual development but also creates a more harmonious and productive learning environment.

Scientists interpret stress as an everyday phenomenon that is a consequence of certain situations throughout the day. This is rather an evolutionary advantage that has helped humans survive. Effective stress management involves understanding and accepting that stress is a part of life and learning to respond positively on it, which may involve developing coping strategies such as mindfulness, exercise, and relaxation techniques. Mindfulness is an effective stress management tool because it allows us to be aware of our thoughts, emotions, and physical sensations in the here and now. When we practice mindfulness, we learn to observe our stressors and reactions without focusing on them or judging our actions. Practicing mindfulness, you can reduce cortisol levels and improve your body's ability to cope with stress. You can suggest that students use this technique for 5-7 minutes. Calm down and try to feel which part of your body is tense. Pay attention to your face, hands, stomach, fingers, thighs and calves; try to feel them relaxed; focus on your breathing, let your attention stay there. Free yourself from the chaos of thoughts and events, observe your breath with curiosity and kindness. If your attention shifts from your breath to your thoughts, to the sounds of your surroundings, or to something else, that is normal. All you need to do is return your attention to your breath as many times as necessary. When you feel the connection between your attention and your breath, begin to slowly examine the parts of your body that are the first respond to stress. There is no need to do anything, no reaction is required. This exercise is about gathering information, not interfering. Feel each part of your body in turn: your stomach, your solar plexus, your shoulders, your hands, your wrists, your forearms, your jaw, your temples, your forehead, etc. Imagine taking another long breath, filling your entire body with life-giving oxygen, and exhaling through your legs. Saturate yourself with oxygen several times, relieving tension. Such techniques should be done regularly so that students feel here and now, learn the practice of mindfulness and its application, as it involves paying attention to the present moment with curiosity and without judgment; focusing on thoughts, emotions and physical sensations without focusing on them. Mindfulness can help develop self-awareness, emotional regulation, and empathy; make informed decisions without impulsive reactions; manage stress and emotions while remaining attentive to the needs of the class or team. By developing regular mindfulness practice, teachers can achieve the resilience and adaptability necessary for effective teaching. Therefore, it is important to figure out how to plan lessons to achieve the main goal – high-quality mastery of the English language. To teach effective communication, we will distinguish three groups of stimuli: visual, auditory, and verbal.

RETRACTED / ВИЛУЧЕНО

Visual stimulus – this is any illustration that can be used in the lesson. It can be a photo, a map, a video, any object, including a bus ticket or a receipt. It is worth starting with questions about the content of the image, but do not forget to stimulate feedback from students. You can use guessing games, talk about the content of what you saw or retell the events depicted in the video. It is worth learning to draw conclusions based on images, talk about what the image does not actually show. You can ask students to find the differences between several pictures, arrange the pictures in a certain sequence, or tell a story based on the illustrations, which are emotionally engaging for the student. It is well known that emotional engagement is crucial in foreign language classes, as it motivates the student to speak telling a story about a watch, a ring, a book, etc. This devalues the conversation about, for example, spending the weekend or getting to school, but it will also give the student the feeling that he is able to interact with authentic materials written in a foreign language. Taking care about the law of academic integrity enforcement, there are many websites now that offer free photos. For example, the popular app Pinterest is a huge source of images, illustrations that are designed for classes, such as sets of clothes, fruits, recipes, etc., as well as photos of houses. Nowadays, everyone has photos on their phone, so this does not require special preparation, but it helps to emotionally engage students by talking about who or what event is depicted.

It is interesting to discuss cultural differences, traditions, ways of spending free time, etc. You can also suggest discussing clothes and dress code. It is interesting for students to describe the family, spending free time, daily routine, furnishing an apartment or house. Then you can move on to a role-playing game, where one student in a pair plays the role of a job applicant, and the other (or a group of students) – the role of the interviewer. Of course, such tasks may be accompanied by preparatory steps, such as writing a list of questions for the applicant or writing a sample job advertisement. Illustrations which cause discussion are interesting, it could be the background of the situation depicted, you may ask students about their thoughts, what happened before, why they are in such a state and so tired. Sometimes there are situations where the student's speech difficulties are not because he does not know the language, structures or vocabulary, but more because he lacks knowledge of a certain topic to present it, for example, suggest presenting the advantages and disadvantages of genetically modified products

The next stimulus is *verbal*. When a student hears a question or statement from a teacher or classmate, this is a starting point for him to create his own statement. For example, you can offer role-play, based on instructions, take part in a telephone conversation, prepare a monologue following a plan. Statements stimulated by authentic materials could be an interesting task; reading and discussing texts; reading and commenting opinions or questions about personal things; a short summary of a text or film. For example, we can start the lesson with a standard question about the weekend, and if the student says that he went to the cinema, we can ask him to tell us a short story about the film. This is actually possible even at the initial stage of language learning, since we do not expect a detailed explanation, the student can tell us what the theme of the film was, whether it was a comedy or a drama, who were the main characters.

A sound stimulus can also provoke communication. You can make a recording of a sound, for example, the sound of a kettle being turned on. The student hears it and must formulate one statement, for example, "Morning, I am making tea." Based on such sound fragments, you may ask the students to recognize them and compose a mini-text, for example, "First I get up, then I go to the kitchen, make coffee and, finally, brush my teeth" (the student hears the recording, and his task is to understand the information contained in the recording and then respond a short phrase accordingly). Sound incentives can also be used at the beginning of language learning, for example, the student hears the etiquette expression "Good morning!" and simply has to respond by saying "Good morning!". Then he can hear "What is your name?"; "How are you?", which allows for much greater concentration during the exercise, and the student gets a sense of success that he hears, understands, and responds accordingly.

It is worth emphasizing that an uneven distribution of roles in the classroom is possible in foreign language classes. The teacher has a high status and a high linguistic competence, while the student has a much lower status and much lower competence. This difference is represented by the teacher's advantage in the communication process, so it is important to plan the lesson carefully. The right of communication initiation must be given to the student from time to time. The proportion of time between separate students can also be an obstacle to the natural process of communication (in a typical classroom, the teacher speaks about two-thirds of the time, while in a natural situation we have a certain proportion; when we communicate outside of an educational situation, the speaking time of each participant is approximately the same). In addition, in foreign language classes there is a phenomenon called predictability – we talk, ask questions, but in fact we know perfectly well what the

RETRACTED / ВЫНИКАЮ

answer will be (a typical classroom technique: reading a text or listening to a recording, and then asking questions which everyone knows the answers). This technique sometimes reduces interest or desire to perform such tasks. In addition, in the natural language environment, non-verbal means, in particular facial expressions, play a crucial role, which is often neglected by both teachers and students, as they are afraid of excessive theatricality and this is very useful for the perception and understanding of the message.

To increase the naturalness of classroom communication and overcome the negative aspects of school communication, it is necessary to ensure partnership in interaction firstly, allowing all participants to initiate a conversation, and secondly, to introduce an information gap that actually motivates communication, for example, cutting the text in half and giving one group of students the first half and the other group the second. Then students who know only a part of the text are much more motivated to ask questions, to inquire about what happened next or why it happened. Thirdly, it is important to pay attention to non-verbal elements of communication, including eye contact, gestures, facial expressions, etc.

Fourthly, it is worth paying attention to the proportion of speaking, simply by increasing the time for students. Fifth, it is worth varying the ways of communication depending on the situation, the age and status of the interlocutor, as well as the intentions of the speaker. Students can play different roles – conduct a dialogue with a friend and use mostly informal language and then act out a dialogue with the professor – the formal sphere of communication. Sixth, it is worth considering the phenomenon of linguistic excess. If you ask a patient in hospital when he broke his leg, you would naturally expect him to say when it happened, but in a normal situation he might say: “Oh, it was two weeks ago”, “After the May holidays”, “When I was in the garden”, “I think it was Saturday”. He answers one question but uses different ways of specifying when it happened. However, the lesson is mostly about getting a short, precise answer, for example, *yesterday, two weeks ago, June 28th*. This excess, which is quite natural in the process of communication between people who have a good command of the language, is actually a kind of "linguistic support" for the student, since from this rather long stream of information he can use what he is really interested in, he can provide the information that worries him. Grammar, vocabulary and communication are sometimes taught separately in classes. And this is quite understandable and very systematic, but ultimately all these skills need to be integrated. Various forms of work can be offered to support natural communication. Students also learn from each other in classes, not only from the teacher. Role-playing, in which students take on fictional roles previously created by the teacher, get acquainted with these roles and are given the task of completing a specific communicative task, is an optimal technique. For example, the participants in a pair only see their own role, i.e. the first student sees role A, the second only role B. Often this information is designed to provoke some difficulties or even conflict. On the other hand, it also imitates natural communication in real life. The expected answer to the question "Can you stay with my dog tomorrow?" is "Yes, of course I can!", but there may also be answers: "Oh, unfortunately not! I have a doctor's appointment tomorrow" or "You know, I'm allergic to fur", etc. Therefore, this role-playing technique consists in creating and provoking a communicative situation that requires overcoming certain difficulties in communication. The most important feature and advantage of such a work organization is that it is possible to increase the time allocated for the practice of spoken language. This is explained by the fact that all students speak at the same time, and the teacher's role is only to control this process. When students work in pairs, a situation of unpredictability is created more effectively than if the teacher initiates each response. In addition, students working in peer groups or pairs are likely to use language units from a different register than when talking to the teacher, so they often speak more confidently among themselves, using colloquial and more natural expressions, which is valuable and necessary for better language acquisition. Organizing the work in this way, giving students specific tasks, dialogues and communicative situations to complete, the teacher places greater responsibility on them for the learning process – there is a task to be completed. The student must feel safe in the classroom, feeling that the teacher will always help, repeat, and explain, but the goal of learning a foreign language is to prepare the student to participate independently in communication.

Group and pair exercises must be perfectly planned to be successful, not only in terms of organization, but also in terms of preparing the students. They must have all the linguistic resources practiced and mastered that will help them construct the correct expression. In addition, the teacher must provide clear instructions about expectations and what the final result should be.

The relationship between coherence and accuracy in speech production is important during designing lessons, since the learning goals of linguistic and com-

«RETRACTED» / «ВИЛУЧЕНО»

municative competence are not consistent. For example, error correction, encouragement of accuracy and self-reflection do not always have a positive effect on the development of coherent speech, even reduce the student's desire to speak independently. If the development of coherent speech is a priority, it is worth encouraging the student to speak, even at the cost of ignoring shortcomings and errors, as long as the expression remains understandable. Unfortunately, this leads to a certain linguistic negligence and repetition of errors. This problem can be solved using two types of exercises: exercises for the development of coherent speech and exercises for correctness. Effective communication is preceded by pre-communicative exercises aimed at mastering language elements, words and structures. Speaking exercises gradually move from highly structured to more free flowing, where it is easier to make mistakes. Students' speeches should gradually move from shorter, single-sentence utterances to increasingly longer ones. The goal of teaching speaking skills is to develop coherence and intelligibility. If this goal is not achieved, and the student's speech is incorrect and contains errors, this, unfortunately, indicates that a sufficient number of pre-communicative exercises have not been provided to prepare for the task.

Conclusions. The formation of methodological competence of English teachers based on mindfulness practice is an innovative approach that allows integrating cognitive training with the development of emotional resilience. The introduction of mindfulness practice into the process of methodological training contributes to a decrease in the level of professional anxiety; has a positive effect on the reflective component of methodological competence; ensures the formation of a holistic professional position of a teacher capable of self-regulation and prevention of emotional burnout. Integrating mindfulness principles into methodological training transforms the learning process from mechanical mastery of algorithms into conscious development of one's own pedagogical style. Research into the implementation of mindfulness practices into the professional training of foreign language teachers has significant potential for expansion, particularly, the analysis of young English teachers professional adaptation in secondary education institutions; the development of mindfulness methodologies for different training profiles; the creating and testing of specialized curricular that would integrate psychological techniques directly into the methodology of teaching specific aspects of the language.

«РЕПОЗИТОРІЙ / ВИДАВНИЦТВО»

BIBLIOGRAPHY

1. Бібік Н. М. Компетентнісний підхід: рефлексивний аналіз застосування. Компетентнісний підхід в сучасній освіті. *Світовий досвід та українські перспективи.* К., 2001. 111 с.
2. Бідюк Н. М. Комунікативна компетентність майбутнього вчителя філолога: зміст та структура. *Інформаційно-комунікаційні технології в сучасній освіті: досвід, проблеми, перспективи* : зб. наук. праць третьої Міжнародної науково-практичної конференції (12–14 лист. 2012 р.). С. 158–160.
3. Болотніков С. Ю. Система формування методичної компетентності викладачів іноземних мов. *Молодіжна наука: інновації та глобальні виклики.* Збірник тез за матеріалами Міжнародної науково-практичної конференції студентів, аспірантів та молодих вчених. Полтава : НУПП імені Юрія Кондратюка, 2024. С. 579–580.
4. Комар О., Джурило А., Формування міжкультурної комунікативної компетентності майбутніх учителів іноземних мов у контексті глобалізації освіти. *Збірник наукових праць Уманського державного педагогічного університету.* 2024. №2. С. 46–55.
5. Майєр Н. В. Формування методичної компетентності у майбутніх викладачів французької мови: теорія і практика. К. : Вид.центр КНЛУ, 2015. 472 с.
6. Мацнєва О. А. Методична компетентність майбутнього викладача англійської мови як непрофільної дисципліни: сучасний стан дослідженості проблеми. *Інноваційна педагогіка*. 2018. № 6. С. 65–68.

REFERENCES

1. Bibik N. M. (2001) Kompetentnisnyi pidkhid: refleksyvnyi analiz zastosuvannia. [Competency-based approach: reflective analysis of application] Kompetentnisnyi pidkhid v suchasnii osviti. *Svitovyi dosvid ta ukrainski perspektyvy.* 111. [in Ukrainian].
2. Bidiuk N. M. (2012) Komunikatyvna kompetentnist maibutnoho vchytelia filoloha: zmist ta struktura. [Communicative competence of a future philologist teacher: content and structure] *Informatsiino-komunikatsiini tekhnolohii v suchasnii osviti: dosvid, problemy, perspektyvy :* zb. nauk. prats tretoi Mizhnarodnoi naukovo-praktychnoi konferentsii. 158–160. [in Ukrainian].
3. Bolotnikov S. Yu. (2024) Systema formuvannia metodychnoi kompetentnosti vykladachiv inozemnykh mov. [System for forming methodological competence of foreign language teachers] *Molodizhna nauka: innovatsii ta hlobalni vyklyky.* Zbirnyk tez za materialamy Mizhnarodnoi naukovo-praktychnoi konferentsii studentiv, aspirantiv ta molodykh vchenykh. Poltava: NUPP imeni Yuriia Kondratiuka. 579–580. [in Ukrainian].
4. Komar O., Dzhurylo A. (2024) Formuvannia mizhkulturnoi komunikatyvnoi kompetentnosti maibutnikh uchyteliv inozemnykh mov u konteksti hlobalizatsii osvity. [Formation of intercultural communicative competence of future foreign

language teachers in the context of globalization of education] *Zbirnyk naukovykh prats Umanskoho derzhavnoho pedahohichnoho universytetu*, 2. 46–55. [in Ukrainian].

5. Maiier N. V. (2015) Formuvannia metodychnoi kompetentnosti u maibutnikh vykladachiv frantsuzkoi movy: teoriia i praktyka. [Formation of methodological competence in future French language teachers: theory and practice] Kyiv : *Vydavnychyi tsentr KNLU.* 472. [in Ukrainian].

6. Matsnieva O. A. (2018) Metodychna kompetentnist maibutnoho vykladacha anhliiskoi movy yak neprofilnoi dystsypliny: suchasnyi stan doslidzhenosti problemy. [Methodological competence of a future teacher of English as a non-core discipline: current state of research on the problem] *Innovatsiina pedahohika*, 6. 65–68. [in Ukrainian].

Дата першого надходження статті до видання: 12.06.2026
Дата прийняття статті до друку після рецензування: 10.07.2026
Дата публікації (оприлюднення) статті: 20.08.2026

Стаття поширюється на умовах ліцензії відкритого доступу (CC BY 4.0)

«RETRACTED» / «ВІДКЛИКАНО»