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Vitaliia HARAPKO,
orcid.org/0000-0001-7171-8448
Candidate of Pedagogical Sciences, Assisstant Professor,
Assistant Professor at the Department of English Language, Literature with Teaching Methods
Mukachevo State University
(Mukachevo, Transcarpathian region, Ukraine) v.garapko@gmail.com

Oksana PANCHENKO,
orcid.org/0009-0001-1497-7176
Senior Lecturer at the Department of Engineering, Technologies and Professional Education
Mukachevo State University
(Mukachevo, Transcarpathian region, Ukraine) Pod1405@gmail.com

Mariana HARAPKO,
orcid.org/0009-0008-5034-7922
1st year student at the Faculty of Humanities
Mukachevo State University
(Mukachevo, Transcarpathian region, Ukraine) v.garapko@gmail.com

THE PHENOMENON OF SYNONYMY IN ICT TERMS IN ENGLISH-LANGUAGE PEDAGOGICAL TERMINOLOGY

This article explores the phenomenon of synonymy within the context of Information and Communication Technology (ICT) terminology used in English-language pedagogical settings. Synonymy, the existence of multiple words with similar meanings, presents both challenges and opportunities for language learners, scientists and educators. It is examined the types of synonymy encountered in ICT, analyzes its impact on language acquisition, and discusses pedagogical strategies for effectively addressing this linguistic phenomenon. Defining types of synonymy in ICT terminology makes it possible to justify some benefits (flexibility in expressions and richness of language) and challenges (confusion and ambiguity; inconsistency in resources) in their functioning in the scientific-pedagogical sphere. The discussion is grounded in a review of current scientific literature and examples drawn from modern educational resourses. The purpose of the article is to describe and linguistically analyze modern ICT terms in the English-language terminology of the pedagogical sphere at the lexical and semantic levels, the reasons for the emergence of synonymy and the influence of synonymy of terms on the development of pedagogical science. This descriptive research is built on comparative method, which allows to identify common and different in semantic connections between terms and units of commonly used vocabulary and descriptive analysis of dictionary definitions. Conclusions. The phenomenon of synonymy in ICT terms reflects the dynamic nature of the field and the linguistic richness of English. While it presents challenges in pedagogical contexts, deliberate strategies such as standardization, contextualization, and professional development can mitigate its impact. Prospects for further research: exploring the role of synonymy in multilingual learning environments to provide a clear understanding of the global implications of ICT terms in the pedagogical field.

Key words: *ICT terms, pedagogical sphere, education, synonymy phenomenon, terminology, pedagogical strategies, impact of synonymy phenomenon.*

Віталія ГАРАПКО,
orcid.org/0000-0001-7171-8448
кандидат педагогічних наук, доцент,
доцент кафедри англійської мови, літератури з методиками навчання
Мукачівського державного університету
(Мукачево, Закарпатська область, Україна) v.garapko@gmail.com

Оксана ПАНЧЕНКО,
orcid.org/0009-0001-1497-7176
старший викладач кафедри інженерії, технологій та професійної освіти
Мукачівського державного університету
(Мукачево, Закарпатська область, Україна) Pod1405@gmail.com

Мар'яна ГАРАПКО,
orcid.org/0009-0008-5034-7922
студентка І курсу гуманітарного факультету
Мукачівського державного університету
(Мукачево, Закарпатська область, Україна) v.garapko@gmail.com

ФЕНОМЕН СИНОНІМІЇ В ТЕРМІНАХ ІКТ В АНГЛОМОВНІЙ ПЕДАГОГІЧНІЙ ТЕРМІНОЛОГІЇ

У статті досліджується феномен синонімії в контексті термінології інформаційно-комунікаційних технологій (ІКТ), яка використовується в англомовних педагогічних закладах. Синонімія, існування кількох слів зі схожими значеннями, створює як проблеми, так і можливості для тих, хто вивчає мову, науковців і педагогів. Розглядаються типи синонімії, що зустрічаються в ІКТ, аналізується її вплив на засвоєння мови та обговорюються педагогічні стратегії для ефективного вирішення цього лінгвістичного явища. Визначення типів синонімії в термінології ІКТ дає змогу обґрунтувати певні переваги (гнучкість у виразах і багатство мови) та виклики (плутанина та двозначність; суперечливість у джерелах) їх функціонування в науково-педагогічній сфері. Обговорення ґрунтується на огляді актуальної наукової літератури та прикладах із сучасних освітніх джерел. Метою статті є опис та лінгвістичний аналіз сучасних термінів ІКТ в англомовній термінології педагогічної сфери на лексико-семантичному рівнях, причини виникнення синонімії та вплив синонімії термінів на розвиток педагогічної науки. наука. Методи дослідження: пошук джерел інформації, порівняльний метод, який дає змогу виявити спільне та відмінне у семантичних зв'язках між термінами та одиницями загальновживаної лексики, описовий аналіз словникових визначень. Висновки. Явище синонімії в термінах ІКТ відображає динамічний характер галузі та мовне багатство англійської мови. Хоча це створює проблеми в педагогічному контексті, продумані стратегії, такі як стандартизація, контекстуалізація та професійний розвиток, можуть пом'якшити його вплив. Перспективи подальших досліджень: вивчення ролі синонімії в багатомовному навчальному середовищі для забезпечення чіткого розуміння глобальних наслідків термінів ІКТ у педагогічній сфері.

Ключові слова: *терміни ІКТ, педагогічна сфера, освіта, феномен синонімії, термінологія, педагогічні стратегії, вплив феномену синонімії.*

Statement of the problem. The rapid evolution of ICT has led to a proliferation of new terms and concepts, many of which exhibit varying degrees of synonymy. This linguistic phenomenon, while enriching the language, can also create confusion for learners, particularly in educational contexts. Understanding the nature and implications of synonymy in ICT terminology is crucial for effective language teaching and learning.

Analysis of recent research and publications. The English-language terminology of the pedagogical sphere has hardly been studied in domestic terminology studies. Among the few studies of the English-language terminology of the pedagogical sphere by domestic linguists, the dissertation of L.I. Kochegarova "Linguistic and Country-Specific Description of the Lexicon of School Business in England" should be mentioned, in which attempts are made to identify the social conditioning of language in the very meaning of lexical units and to reveal the linguistic nature of background knowledge (Гарапко, 2018: 5). In the dissertation work of N.V. Pospelova, the systemic nature of semantic changes in the vocabulary is investigated on the material of the functional-semantic field "Education in the USA" (Биков, 2012; Гарапко, 2018: 6). It should be noted that in the analyzed dissertations, purely extralinguistic characteristics of terms were studied, linguistic analysis was not used. It is also possible to single out the scientific achievements of Ukrainian scientists: V. Bondar, S. D'yakova, S. Honcharenko, I. Kantor, and others (Биков, 2012; Гарапко, 2018; Гуменний, 2016). At the same time, there is a sufficient number of Ukrainian and foreign lexicographic publications that represent the English-language terminology of the pedagogical sphere, and which became the factual material for our study: "ICT in Education: Glossary" (Кірвас, 2023), O.D. Humennyi "Explanatory Dictionary of Basic Terms of Information Culture" (Гуменний, 2016), dictionary "Information and Communication Technologies in Education"(ІКТ, 2019), terminological dictionary "Information and Communication Technologies of Education" (Кадемія, 2017), A.S. Hornby "Oxford Advanced Learner's Dictionary of Current English" (Oxford, 2020), "Misused English words and expressions in EU publications" (Gardner, 2013) and others.

Highlighting previously unresolved parts of the overall problem. The quick evolution of Information and Communication Technology (ICT) has introduced a wealth of new terms into English, many of which are characterized by synonymy. This paper examines the causes and implications of synonymy in ICT terminology within English-language pedagogical contexts. Synonymy, the linguistic phenomenon where multiple words or expressions convey similar or identical meanings, is pervasive in Eng-

lish ICT terminology. This is particularly evident in pedagogical contexts where educators must navigate a proliferation of terms to convey concepts effectively (Гарапко, 2018: 7–8). For example, terms such as "e-learning", "online learning", and "digital learning" are often used interchangeably, yet they may carry subtle differences in meaning (Кадемія, 2017). The widespread introduction of information and communication technologies into the educational process is a challenge for modern educators and modern terminology. After all, this is the creation and implementation into the educational process of:

– electronic courses (along with traditional ones);

– electronic educational resources (EER) for educational purposes and computer-oriented systems for assessing educational achievements (obtaining grades that complement traditional ones);

– social networks for educational purposes (supporting an open ICT-learning environment in collaboration) (Гарапко, 2018: 15);

– electronic portfolios for organizational and pedagogical purposes (reflecting the nature of the educational activity of the student and the teacher);

– innovative pedagogical technologies (components of computer-oriented methodological training systems that help teach and learn in a new way) (Биков, 2012). Along with the active introduction of information and communication technologies into the educational process, a whole system of educational information technologies (EIT) has emerged – a hierarchical and orderly system of procedures, the strict implementation of which guarantees the maximum probability of achieving a given result, characterized by a radical update of instrumental and methodological means of pedagogy and methodology, provided that continuity is maintained in the development of pedagogical science and educational practice, a set of technological procedures that modify the professional activity of a teacher in order to achieve optimal results in education, which is determined by the requirements of society for education (Гуменний, 2016: 97). These and many other phenomena require analysis, systematization and classification for their correct use in the scientific environment.

The purpose of the article is to describe and linguistically analyze modern ICT terms in the English-language terminology of the pedagogical sphere at the lexical and semantic levels, the reasons for the emergence of synonymy and the influence of the synonymy of ICT terms on the development of pedagogical science.

Presentation of the main material of the article. The phenomenon of synonymy is characteristic of all language systems, including terminology. As noted by a number of authors, despite the activity in the study of the problem of synonymy (V.O. Vinokur, Yu.D. Apresyan, I.V. Arnold, G.A. Ufimtseva, M.P. Kochergan, O.O. Taranenko, etc.), there is no single generally accepted definition and understanding of this phenomenon. Synonyms are "coincidences of linguistic units in their basic meaning while maintaining the difference between them in semantic shades and stylistic characteristics" (Гарапко, 2018: 14). The cognitive nature of the difference in semantic shades of linguistic units is discussed by M.V. Nikitin sees the phenomenon of switching in the meaning of signs "from one semantic aspect to another, namely, switching the cognitive content of the sign to the level of pragmatic meaning".

Synonyms in terminology are terms that belong to the same denotation, but have some differences in the conceptual plan. I.V. Arnold notes that synonyms in English are two or more words that belong to the same part of speech, have one or more identical denotative meanings; they can be interchangeable, in some contexts without significant changes in denotative meaning, but they differ in morphemic composition and phonemic form (Гарапко, 2018: 15–16).

There are different approaches to studying synonymy, but the more common one is the semantic approach or linguistic criterion (Гарапко, 2018; Aitchison, 2012; Cruse, 2004). With the semantic approach to the phenomenon of synonymy, its semantic essence is the semantic identity or semantic proximity of homogeneous language units, that is, the complete or partial similarity of their semantic essence. The complete identity of the semantic essence of lexical units is expressed in absolute synonymy, and absolute synonyms are words that are identical in their main meaning: – Virtual Classroom and Online Classroom (online – class) (EUGlosary, 1999; Gardner, 2013). If synonyms are semantically identical or equivalent within certain lexical and semantic variants, then they are interchangeable in the text. If the name of the same object does not fully meet the requirements that are imposed on synonyms of the classical model as words of equivalent meaning, then following V.G. Hyk, such names are referred to the so-called "synonymous series", that is, to a group of words that have a close meaning (Гарапко, 2018: 17). In pedagogical terminology, this type of semantic relations of language units can be illustrated by the following synonymous series: computer, personal computer (PC), desktop, laptop, workstation, supercomputer, netbook, palmtop, tablet, tablet computer, subnotebook (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017; EUGlossary, 1999; Gardner, 2013; Glossary, 2013). All of them are united by the meaning "Com-

puter. A device that processes data in accordance with a certain set of instructions (commands) and which is usually called a computing machine (electronic computing machine)" (Гуменний, 2016: 79).

The following synonym series are verb ICT terms: E-learning, Online Learning, Distance Learning, Blended learning, Virtual Learning, Adaptive learning. Asynchronous learning, Immersive learning, Visual Learning. Virtual learning, Ubiquitous learning, etc. (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017; EUGlossary, 1999; Gardner, 2013; Glossary, 2013). They are united by the general meaning of "to study online", but each of them has a special shade of meaning (Oxford, 2020: 789). However, the terms E-learning, Online Learning and Distance Learning are more widely used for several reasons: the development of technologies and their active use in all spheres of society, the consequences of COVID, educational losses due to the war of russia in our country (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017).

The concept of "ICT education" is represented in English by the following ICT terms – open education, distance education, e-education, internet education, online tutoring, convergent education, media education, digital education, STEAM education, STEM education etc. (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017; EUGlossary, 1999; Gardner, 2013; Glossary, 2013). All of them are considered synonymous and claim that education describes a modern educational process where learning happens primarily online. It utilizes digital tools and technologies to create a dynamic and interactive learning experience. Students access educational materials, interact with teachers and peers, and engage in learning activities all within a digital environment. This approach emphasizes the use of technology to improve teaching and learning outcomes.

The factual material makes it possible to distinguish the following synonymous pairs that occur in pedagogical English-language ICT terminology: word – phrase: e-lerning – electronic learning, brandmauer – Fire Wall, blog – Web-log, streaming – ability grouping, Webinár – web-meeting, videoconference – videoteleconference, Bibliometrics – Bibliometric evaluation methods, e-communities – virtual communities etc; phrase – phrase: action project – extraclass activity, Open peer review – Open Metrics and Impact etc; full form – abbreviation: Open Researcher and Contributor ID – ORCID, open educational resources – OER, Virtual reality – VR, achievement quotient – AQ, Education Television – ETV, computer-managed learning – CML, Intelligence Qutient – IQ etc. (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017; EUGlossary, 1999; Gardner, 2013; Glossary, 2013).

The analyzed scientific theoretical and practical materials allowed us to specify the most widely-used types of synonymy in ICT terminology in English-Language pedagogical terminology: true synonyms; near synonyms and contextual synonyms. A short outline is presented of these three types.

1) True synonyms ICT terms are interchangeable in all contexts, conveying precisely the same meaning. Examples include: "Computer-Assisted Learning" (CAL) and "Computer-Based Training" (CBT) – both generally refer to the use of computers to deliver instructional content. "Virtual Classroom" and "Online Classroom" – both refer to learning environments that take place in a digital space.

"Download" and "Retrieve" – when referring to obtaining data from the internet, these terms are often interchangeable. "Website" and "Web Page" – while "website" refers to a collection of web pages, in some contexts, they may be used interchangeably to refer to a single web page. "Click" and "Mouse Click" – in the context of computer interaction, these terms are synonymous, referring to the action of pressing a mouse button.

2) Near synonyms ICT terms share a core meaning but differ in nuance, register, or connotation and we define some of them: "Online Learning" and "E-learning" While often used interchangeably, "online learning" can have a broader meaning than "e-learning." "Online Learning" – it is encompasses any learning that utilizes the internet, including synchronous (real-time) and asynchronous (self-paced) activities. E-learning: This term specifically refers to learning facilitated and delivered electronically, often implying a structured learning management system (LMS) and a focus on technology-mediated instruction. "Gamification" and "Game-Based Learning" – while both involve the integration of game elements into education, "gamification" often refers to the use of game-like incentives (e.g., points, badges), whereas "game-based learning" centers on the use of actual games as a teaching tool. "Cloud Computing" and "Cloud-Based Learning" – "Cloud computing" refers to the underlying technology, while "cloud-based learning" specifically addresses educational applications leveraging this technology. "Blended Learning" and "Hybrid Learning" these terms describe educational approaches that combine face-to-face instruction with online learning in the pedagogical context. At the same time, they differ semantically: "Blended Learning" – it is a broader term that encompasses various models and approaches to integrating online and offline learning experiences. "Hybrid Learning" – is

often used to describe a specific model where students spend part of their time in a traditional classroom and part of their time learning online. "Digital Literacy" and "Computer Literacy" – both terms relate to an individual's ability to use and understand technology. But "computer literacy" primarily focuses on basic computer skills like using software applications, operating systems, and navigating the internet. "Digital literacy" presents a broader concept that encompasses computer literacy but also includes critical thinking, problem-solving, communication, and creativity in a digital environment. It emphasizes using technology effectively and responsibly. "Interactive Whiteboard" and "Smart Board" – both refer to digital interactive displays used in classrooms. But there are certain differences in semantic meaning. "Interactive Whiteboard" is a general term for any touch-sensitive display that allows users to interact with digital content. "Smart Board" is a specific brand of interactive whiteboard, often used as a generic term for any similar technology.

3) Contextual synonyms ICT terms are synonymous only within specific contexts. We distinguish a few of them: "Learning Management System (LMS)" and "Virtual Learning Environment (VLE)" – both refer to platforms used to deliver and manage online learning but LMS is a more general term for any software system used to create, deliver, track, and report on e-learning courses. VLE is often used to describe a more comprehensive platform that provides a virtual space for learning, including tools for communication, collaboration, and assessment, in addition to course delivery (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017; EUGlossary, 1999; Gardner, 2013; Glossary, 2013).

It is noted that the degree of synonymy can vary depending on the specific context and the intended meaning. It's crucial for educators to carefully consider the nuances of these terms when communicating with students and colleagues.

So, as can be seen, syntactic synonyms are most often characteristic of pedagogical terminology – syntactic constructions that are related in structure and coincide in meaning.

There are some important causes of synonymy in ICT terms which include:

– several factors contribute to synonymy in ICT terminology: rapid technological advancement; globalization and localization; marketing and branding; – impact of synonymy on language acquisition: vocabulary overload; confusion and misunderstanding; difficulties in terminology selection. A brief specification is provided: – rapid technological advancement means that the ICT field evolves quickly, resulting in a continuous influx of new concepts and tools (Jackson, 2010; Sharma, 2007). Often, multiple stakeholders coin terms independently to describe similar phenomena. For instance, the terms "blended learning" and "hybrid learning" emerged from different academic and industry discourses but often overlap in use; – globalization and localization denotes that English serves as the lingua franca for ICT, but regional and cultural adaptations lead to the creation of synonymous terms. For example, the term "mobile learning" is sometimes referred to as "m-learning" in academic literature, creating additional layers of terminology; – marketing and branding indicates that competitive nature of the ICT industry leads companies to develop unique terms for proprietary tools or platforms, even when they perform similar functions. This marketing-driven proliferation of synonyms complicates the standardization of terminology (Гуменний, 2016; ІКТ, 2019; Кірвас, 2023; Кадемія, 2017; EUGlossary, 1999; Gardner, 2013; Glossary, 2013).

Impact of synonymy on language acquisition is highlighted that synonymy can pose challenges for language learners in several ways:

– vocabulary overload means that students may be overwhelmed by the sheer number of synonymous terms, hindering their ability to efficiently acquire and retain vocabulary;

– confusion and misunderstanding occurs when the subtle differences in meaning between near synonyms can lead to confusion and misinterpretation, especially when communicating technical concepts;

– difficulties in terminology selection are appeared when producing language, learners may struggle to choose the most appropriate term from a pool of synonyms, potentially affecting the clarity and precision of their communication (Jackson, 2010; Sharma, 2007).

In this context can be proposed some pedagogical strategies for addressing synonymy:

1) explicit instruction suggests that teachers should explicitly address synonymy in their instruction, highlighting the nuances between similar terms and providing clear definitions and examples;

2) contrastive analysis proposes comparing and contrasting synonymous terms can help learners understand their subtle differences in meaning, usage, and connotation;

3) contextualized learning means to present ICT terms within authentic contexts, such as real-world scenarios and technology-rich environments, can help learners understand how these terms are used in practice;

4) learner-centered activities include engaging learners in activities that require them to analyze,

compare, and use synonymous terms, such as debates, discussions, and problem-solving tasks, can enhance their understanding and application (Garcia, 2007; Jackson, 2010).

Defining types and levels of synonymy in ICT terminology makes it possible to justify some benefits (flexibility in expressions and richness of language) and challenges (confusion and ambiguity; inconsistency in resources) in their functioning in the scientific-pedagogical sphere. A succinct account of them is suggested.

1. Benefits are presented through: – flexibility in expression intends that synonymy allows educators to choose terms that best fit their context or audience; richness of language conveys the availability of multiple terms fosters creativity and nuanced communication.

2. Challenges sign two main points: confusion and ambiguity show that learners may struggle to discern subtle differences between terms, leading to misconceptions; inconsistency in resources refers that pedagogical materials may vary in terminology, complicating curriculum design and standardization (Aitchinson, 2012; Cruse, 2004).

To mitigate the challenges posed by synonymy, educators and policymakers can adopt several strategies:

1. Standardization of terminology. Developing standardized glossaries of ICT terms can help create a common understanding. Organizations such as UNESCO and ISTE play a critical role in this effort.

2. Contextualized Instruction. Educators should provide context-specific explanations of terms to clarify their intended meaning and usage.

3. Continuous Professional Development. Ongoing training for educators can ensure familiarity with the evolving ICT terminology landscape and its pedagogical implications (Биков, 2012; Гарапко, 2018; Sharma, 2007).

Conclusions. The phenomenon of synonymy in ICT terms reflects the dynamic nature of the field and the linguistic richness of English. While it presents challenges in pedagogical contexts, deliberate strategies such as standardization, contextualization, and professional development can mitigate its impact. Future research should explore the role of synonymy in multilingual educational settings to provide a more comprehensive understanding of its global implications. Synonymy is an inherent feature of the evolving language of ICT. By acknowledging the challenges and opportunities presented by this phenomenon, educators can develop effective pedagogical strategies to help learners navigate the complexities of ICT terminology and become proficient communicators in this domain.

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