MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

BOGDAN KHMELNITSKY MELITOPOL STATE PEDAGOGICAL UNIVERSITY

Qualification scientific paper on the rights of the manuscript

RUTKOVSKY MAKSYM SERHIIOVYCH

UDC 811.111'276-053.5(049)

DISSERTATION

CLASSROOM MANAGEMENT IN 7-9TH GRADES ENGLISH LESSONS (APPLYING THE CHILD-CENTRED APPROACH)

Specialty code and title: 011 – Educational, pedagogical sciences

Field of knowledge: 01 – Education / Pedagogy

Submitted for the degree of Doctor of Philosophy (PhD)

The dissertation presents the results of the author's research.

The use of ideas, results and texts of other authors is properly

referenced＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ Maksym Rutkovsky

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Zaporizhzhia – 2026

АНОТАЦІЯ

Рутковський М.С. Організація навчальної діяльності школярів 7-9 класів на уроках англійської мови (на основі дитиноцентрованого підходу). – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії зі спеціальності 011 – «Освітні, педагогічні науки». – Мелітопольський державний педагогічний університет імені Богдана Хмельницького, Запоріжжя, 2026.

Актуальність дослідження зумовлена трансформаційними процесами в системі загальної середньої освіти України, пов'язаними з реалізацією ідей гуманізації, демократизації та впровадженням Концепції Нової української школи. Сучасна освітня парадигма передбачає перехід від авторитарної, знаннєво-орієнтованої моделі навчання до особистісно зорієнтованої, діяльнісної та компетентнісної моделі, у центрі якої перебуває дитина як активний суб'єкт освітнього процесу. Особливої значущості ця проблема набуває в умовах викладання іноземної мови, де навчальна діяльність безпосередньо пов'язана з комунікацією, взаємодією, співпрацею та розвитком соціально-емоційної сфери підлітків.

У дисертації здійснено комплексний аналіз філософських, психологічних і педагогічних підходів до гуманізації освіти, особистісно орієнтованого та дитиноцентрованого навчання, соціо-емоційного розвитку школярів, організації групової та кооперативної діяльності. Уточнено зміст і співвідношення понять «дитиноцентрований підхід», «організація навчальної діяльності», «управління класом», «соціо-емоційне навчання» у контексті викладання англійської мови в закладах базової середньої освіти.

Обґрунтовано, що організація навчальної діяльності на уроках англійської мови повинна розглядатися не лише як сукупність методів і прийомів, а як цілісна педагогічна система взаємодії, що забезпечує розвиток

суб'єктності учня, його автономності, відповідальності та здатності до рефлексії. Доведено, що ефективна організація класної роботи в умовах змішаного навчання вимагає інтеграції дидактичних, психологічних і технологічних компонентів.

Уперше теоретично обґрунтовано та експериментально перевірено педагогічні умови реалізації дитиноцентрованого підходу в організації навчальної діяльності учнів 7–9 класів на уроках англійської мови, а саме:

1. Організаційно-суб'єктна умова, що передбачає побудову навчального процесу на засадах суб'єкт-суб'єктної взаємодії, використання малих гетерогенних груп із розподілом ролей, упровадження структурованої кооперативної діяльності, яка забезпечує активну участь кожного учня.

2. Середовищно-адаптивна умова, що полягає у створенні психологічно безпечного освітнього середовища, диференціації навчальних завдань відповідно до індивідуальних особливостей учнів, інтеграції цифрових технологічних рішень та елементів соціо-емоційного навчання.

3. Рефлексивно-мотиваційна умова, що передбачає впровадження формувального оцінювання, самооцінювання та взаємооцінювання, розвиток навчальної рефлексії, формування внутрішньої мотивації до вивчення англійської мови.

На основі визначених умов розроблено педагогічну модель організації навчальної діяльності учнів 7–9 класів, яка охоплює цільовий, змістовий, процесуальний, результативний та діагностичний компоненти. Модель забезпечує інтеграцію рольової взаємодії, кооперативного навчання, цифрових інструментів і соціо-емоційних практик у межах змішаного освітнього середовища.

Експериментальна перевірка ефективності моделі здійснювалася у декількох закладах загальної середньої освіти. Дослідження включало констатувальний, формувальний та контрольний етапи. У процесі експерименту використовувалися методи анкетування, педагогічного спостереження, тестування рівня сформованості іншомовної комунікативної

компетентності, діагностики навчальної мотивації та мовної тривожності, а також методи математичної статистики.

Результати показали, що успішна робота в групах залежить від: оптимального розміру групи; чіткого розподілу рлей; взаємозалежності між учасниками; різноманітності колаборативних завдань; чітких інструкцій і часових рамок; усвідомлення соціальної мети завдань. Ці чинники сприяють розвитку відповідальності, взаємопідтримки та почуття внеску, підкріплюючи гуманістичний аспект навчання.

Індивідуалізація дозволила враховувати потреби, інтереси та стилі навчання учнів. Залученість, автономія та ініціатива зросли на всіх рівнях здібностей, що свідчить про зниження тривожності та активнішу участь, особливо серед менш упевнених учнів.

Психологічно обґрунтовані методи та кооперативна взаємодія сприяли розвитку емпатії, довіри, неконфліктних відносин, стресостійкості, самовпевненості, комунікативних навичок та вмінь вести переговори, позитивно впливаючи на психологічне благополуччя учнів та демонструючи гуманістичний характер методики.

Використання інтерактивних технологій, онлайн-платформ, ігор, відеоконференцій та мобільних додатків підвищувало індивідуалізацію, залученість та розвиток компетентностей XXI століття (співпраця, критичне мислення, цифрова грамотність). Цифрові інструменти доповнювали групову роботу, підсилюючи її ефективність.

Порівняння даних, отриманих на констатувальному (початковому), формувальному та контрольному етапах за показниками мотивації, пізнавального інтересу та усвідомлення знань, показало суттєве покращення в експериментальних групах. Позитивна мотивація та ініціатива зросли, тоді як низька мотивація знизилася. Академічні досягнення покращилися, з більшою часткою учнів, які демонструють достатній і високий рівень знань. Статистичний аналіз (критерій Пірсона) підтвердив достовірність та стабільність результатів.

Усі компоненти дитиноцентрованої організації навчальної діяльності класу – від формування груп до оцінювання – підкреслюють повагу до індивідуальних сильних сторін, підтримку самоефективності, пріоритет співпраці над конкуренцією, відсутність покарань та створення довірчого, психологічно безпечного середовища.

На завершення, впроваджена система інтерактивної роботи в малих групах у межах дитиноцентрованого підходу виявилася ефективною, педагогічно обґрунтованою та гуманістично виправданою. Вона підвищує академічну успішність, мотивацію та інтерес до англійської мови, розвиває соціо-емоційні компетентності, забезпечує психологічний комфорт, підтримує особистісний розвиток і самореалізацію, а також сприяє гуманізації та модернізації освітнього процесу.

Наукова новизна дослідження полягає у визначенні та систематизації педагогічних умов дитиноцентрованої організації навчальної діяльності підлітків у процесі вивчення англійської мови; розробленні моделі інтеграції кооперативного навчання, соціо-емоційних практик і цифрових технологій; уточненні понятійного апарату проблеми; подальшому розвитку теорії гуманізації іншомовної освіти.

Теоретичне значення дослідження полягає в поглибленні наукових уявлень про сутність дитиноцентрованого підходу як методологічної основи організації навчальної діяльності, розширенні концептуальних засад організації навчальної діяльності класу у закладах базової середньої освіти, обґрунтуванні взаємозв'язку між соціо-емоційним розвитком учнів і результативністю навчання іноземної мови.

Практичне значення роботи полягає у створенні методичного інструментарію (алгоритмів організації роботи в малих групах, кейсів, рольових сценаріїв, цифрових шаблонів, діагностичних матеріалів), який може бути використаний учителями англійської мови в закладах загальної середньої освіти, у системі підвищення кваліфікації педагогічних працівників та у процесі підготовки майбутніх учителів.

Перспективними напрямами подальших досліджень є адаптація запропонованих педагогічних умов для профільної старшої школи з урахуванням кар'єрної орієнтації школярів та підготовки до міжнародних іспитів. Варто приділити увагу вивченню потенціалу генеративного штучного інтелекту як персоналізованого помічника для підтримки дитиноцентрованого навчання, що дозволяло б автоматизовано диференціювати завдання та створювати адаптивні навчальні сценарії для малих груп у реальному часі. Крім того, розробка діагностичних інструментів для оцінювання довгострокового впливу дитиноцентрованого навчання на формування цілісної мовної особистості в умовах цифрової трансформації освіти залишається актуальним науковим викликом.

Ключові слова: англійська мова; організація навчальної діяльності; дитиноцентрований підхід; гуманізація освіти; навчання в малих групах; навчальна взаємодія; соціо-емоційне навчання; мотивація; пізнавальний інтерес; цифрові технологічні рішення; психологічне благополуччя; Нова українська школа; заклади базової середньої освіти.

ABSTRACT

Rutkovsky M.S. Classroom management in the 7-9th grades English lessons (applying the child-centred approach). – Qualifying scientific work on manuscript rights.

Dissertation for obtaining the scientific degree of Doctor of Philosophy in specialty 011 – "Educational and Pedagogical Sciences". – Bogdan Khmelnitsky Melitopol State Pedagogical University, 2026.

The dissertation is devoted to the theoretical substantiation, development and experimental verification of pedagogical conditions for classroom management of students in grades 7–9 in English lessons based on the child-centred approach.

The relevance of the study is determined by transformational processes in Ukrainian general secondary education connected with the humanisation and democratisation of schooling and the implementation of the New Ukrainian School reform. The contemporary educational paradigm requires a shift from a teacher-centred, knowledge-transmission model towards a learner-oriented, competence-based and activity-focused model in which the student acts as an active subject of the educational process. This issue is particularly significant in foreign language teaching, where learning is inherently communicative and closely connected with interaction, cooperation, and socio-emotional development of adolescents.

The dissertation provides a comprehensive analysis of philosophical, psychological and pedagogical approaches to the humanisation of education, personality-oriented and child-centred learning, socio-emotional development, and cooperative classroom practices. The conceptual framework of the research clarifies the essence and correlation of the notions "child-centred approach", "organisation of learning activities", "classroom management", and "socio-emotional learning" in the context of English language teaching in basic secondary school.

It is substantiated that the organisation of learning activities in English lessons should be understood not merely as a set of teaching techniques but as an integral pedagogical system of interaction that ensures the development of learner subjectivity, autonomy, responsibility and reflective skills. Effective classroom management in a blended learning environment requires the integration of didactic, psychological and technological components.

For the first time, the following pedagogical conditions for implementing a child-centred approach in English lessons for grades 7–9 have been theoretically substantiated and experimentally verified:

1. Organisational and subject-oriented condition, ensuring subject-to-subject interaction, structured small heterogeneous group work with role distribution, and active involvement of every learner.

2. Environmental and adaptive condition, focused on creating a psychologically safe and differentiated learning environment through the integration of digital tools and socio-emotional learning practices.

3. Reflective and motivational condition, involving formative assessment, self- and peer-assessment, development of reflection, and enhancement of intrinsic motivation.

Based on these conditions, a pedagogical model of classroom management was developed, including target, content, procedural, diagnostic and result components. The model integrates cooperative learning, role-based interaction, digital solutions and socio-emotional practices within a blended educational environment.

The experimental study included diagnostic, formative and control stages and was conducted in several secondary schools. Research methods comprised questionnaires, classroom observations, testing of communicative competence, diagnostics of learning motivation and language anxiety, and statistical data processing.

The results showed that successful group work depends on: optimal group size; clear role allocation; interdependence among members; variability in

collaborative activities; clear instructions and timeframes; understanding the social purpose of tasks. These factors foster responsibility, mutual support, and a sense of contribution, reinforcing the humanistic dimension of learning.

Individualisation allowed addressing students' needs, interests, and learning styles. Engagement, autonomy, and initiative increased across all ability levels, demonstrating reduced anxiety and enhanced participation, particularly among less confident students.

Psychologically informed methods and cooperative interaction promoted empathy, trust, non-conflict relationships, stress resilience, self-confidence, communication skills, and negotiation abilities, positively impacting students' well-being and demonstrating the humanistic character of the methodology.

The use of interactive technologies, online platforms, games, video conferencing, and mobile applications enhanced individualisation, engagement, and 21st-century skills (collaboration, critical thinking, digital literacy). Digital tools complemented group work, reinforcing its effectiveness.

Comparison of the data obtained at the ascertaining (baseline), formative and control stages based on motivation, cognitive interest, and knowledge retention showed significant improvement in experimental groups. Positive motivation and initiative increased, while low motivation decreased. Academic achievement improved, with a higher proportion of students demonstrating sufficient and high levels of knowledge. Statistical analysis (Pearson's criterion) confirmed the reliability and stability of the results.

All components of child-centred classroom management – from group formation to assessment–emphasise respect for individual strengths, support for self-efficacy, collaboration over competition, absence of punishment, and creation of a trusting, psychologically safe environment.

The implemented small-group interactive system within a child-centred approach proved effective, pedagogically sound, and humanistically justified. It enhances academic performance, motivation, and interest in English, develops socio-emotional competencies, ensures psychological comfort, supports personal

growth and self-realisation, and contributes to the humanisation and modernisation of the educational process.

The scientific novelty lies in identifying and systematising pedagogical conditions of child-centred classroom management in English lessons; developing a model integrating cooperative learning, socio-emotional practices and digital technologies; clarifying key conceptual definitions; and further developing the theory of humanised foreign language education.

The theoretical significance consists in expanding the understanding of child-centredness as a methodological basis for organising learning activities and substantiating the relationship between socio-emotional development and the effectiveness of foreign language learning in adolescence.

The practical significance is reflected in the development of methodological tools (algorithms for small-group work, role-play scenarios, case studies, digital templates, diagnostic instruments) that can be applied by English teachers, in in-service teacher training, and in pre-service teacher education programmes.

Promising directions for further research include adapting the proposed pedagogical conditions for profiled upper secondary school, considering students' career orientation and preparation for international examinations. Attention should be given to exploring the potential of generative artificial intelligence as a personalised assistant to support child-centred learning, which would allow automated task differentiation and the creation of adaptive learning scenarios for small groups in real time. In addition, the development of diagnostic tools to assess the long-term impact of child-centred learning on the formation of a holistic language personality in the context of digital transformation of education remains a relevant research challenge.

Keywords: English language; classroom management; child-centred approach; humanisation of education; small-group learning; educational interaction; socio-emotional learning; motivation; cognitive interest; digital technological

solutions; psychological well-being; New Ukrainian School; institutions of basic secondary education.

LIST OF PUBLICATIONS

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INTRODUCTION

Relevance of the research. The modernisation of general secondary education in Ukraine is carried out in the context of the humanisation and democratisation of the educational process, which are normatively defined in the Law of Ukraine "On Education" and conceptually developed in the reform "New Ukrainian School". These transformations actualise the shift from a teacher-centred model of instruction to approaches focused on the learner's personality, activity, needs and educational experience.

One of the strategic directions of the New Ukrainian School is the implementation of a child-centred approach, which presupposes active involvement of students in the learning process, development of their autonomy, responsibility and ability to interact constructively in educational situations. In this context, the organisation of classroom learning activities appears not as a set of methods and techniques, but as a pedagogical mechanism for humanising the educational process, developing students' subjectivity, and forming their experience of social interaction.

Teaching a foreign language in basic secondary education institutions creates specific pedagogical conditions for organising classroom learning activities, as it involves constant interaction of students, their inclusion in joint activities, cooperation and dialogue. By its nature, a foreign language lesson is a space for social and communicative interaction, which opens up significant potential for implementing a child-centred approach, developing student subjectivity and forming a psychologically safe educational environment.

Contemporary conditions of general secondary education are characterised by the active implementation of blended learning environments, which combine face-to-face, distance, and online interaction. In this context, the importance of pedagogical management of students' learning activities in both synchronous and asynchronous modes is increasing, requiring teachers not only to possess methodological competence but also to be able to organise interaction, maintain

student engagement, and ensure a psychologically safe learning environment across different instructional formats. Effective classroom management in a blended learning environment thus becomes a key prerequisite for the implementation of the child-centred approach and for ensuring the quality of learning outcomes.

In this regard, the organisation of students' educational activities in the lesson is considered primarily as a system of pedagogical conditions and methods of interaction in the classroom, within which teaching methods and techniques perform an instrumental function.

Scientific analysis of pedagogical research shows that the issues of humanistic education, personality-oriented learning and activity-based approaches have been widely studied by Ukrainian and foreign scholars.

The theoretical foundations of child-centred education are rooted in the humanistic and personality-oriented paradigm, which conceptualises the learner as an active subject of the educational process. In international educational thought, these ideas were articulated in the works of J. Dewey, C. Rogers, and A. Maslow, whose humanistic psychology and progressive pedagogy emphasised self-actualisation, intrinsic motivation, and experiential learning. Their concepts significantly influenced contemporary understandings of child-centred approach to education, particularly in relation to autonomy, personal meaning, and the holistic development of learners. These theoretical positions are reflected in Ukrainian pedagogical discourse through the works of I. Bekh, G. Ball, V. Kremen, and O.Sukhomlynska, who substantiated the principles of humanisation, learner subjectivity, and value-oriented education within the national educational context. The generalisation of these scientific approaches allows us to consider the child-centred organisation of educational activities as a pedagogical system that combines educational, social and psychological aspects of the development of the student's personality.

A substantial body of research addresses the organisation of group and cooperative learning as a practical dimension of child-centred pedagogy. In

international scholarship, cooperative learning models developed by D. and R.Johnson, as well as E. Aronson, demonstrated the positive effects of structured peer interaction on academic achievement, social competence, and responsibility for learning outcomes. These ideas resonate with Ukrainian studies by O. Pometun, N.Volkova, and O. Savchenko, who examined interactive and group-based instructional strategies as effective means of engaging learners and fostering collaborative skills in secondary education. Their research highlights the didactic potential of group work as a mechanism for balancing individual educational needs with collective learning goals.

Closely related to child-centred and cooperative approaches are studies on socio-emotional learning, which view emotional well-being and interpersonal competence as integral components of effective education. International research by D. Goleman and M. Elias conceptualised emotional intelligence and socio-emotional learning as prerequisites for self-regulation, empathy, and productive classroom interaction. Within Ukrainian pedagogical and psychological scholarship, these ideas are developed in the works of I. Bekh, O. Kononko, and S. Maksymenko, who emphasised the role of emotional development in creating a supportive educational environment and ensuring meaningful learner engagement. Collectively, these studies form a coherent theoretical basis for analysing child-centred organisation of the educational process in contemporary secondary schooling.

At the same time, the problem of organising learning activities in foreign language lessons in institutions of basic secondary education specifically within the framework of a child-centred approach remains insufficiently systematised. There is a lack of scientifically grounded technologies that would consider the age characteristics of students in grades 7–9 and the communicative specificity of foreign language learning.

Special attention is required to the problem of organising classroom learning activities as a holistic pedagogical process that ensures not only the effectiveness of learning material, but also the development of the student's personality, the

formation of social, emotional and communicative skills, and the creation of a psychologically safe educational environment.

The relevance of this study is determined by the presence of a number of contradictions between:

–the societal need to foster an autonomous, responsible, and socially mature adolescent in accordance with the ideas of the New Ukrainian School Concept, and the predominance in English language teaching practice of traditional classroom management models focused on strict control and regulation of students' activities;

–the growing potential of digital and blended learning environments for organising active educational interaction, collaboration, and students' self-regulation, and the insufficient theoretical and methodological development of issues related to the integration of digital technologies into child-centred organisation of learning activities in English lessons at secondary school;

–adolescents' need for social interaction, emotional support, and the development of socio-emotional skills in the process of learning a foreign language, and the prevalence of individualised or frontal teaching forms that limit the opportunities for effective group work and role-based organisation of learning activities;

–the necessity to rethink the role of the English teacher as a facilitator and organiser of learning interaction, and the lack of scientifically grounded pedagogical conditions for implementing a child-centred approach in the organisation of learning activities for students in grades 7–9.

The presence of these contradictions has determined the choice of the research topic, as well as the definition of its aim, object, subject, and the logic of the scientific inquiry.

Connection of work with scientific programmes, plans, topics. The dissertation work was carried out in accordance with the thematic plan of scientific research works of the Department of Education Studies and Art Pedagogy and the Department of Germanic Philology and Germanic Languages Teaching Methods of Bogdan Khmelnitsky Melitopol State Pedagogical University, it is a component of

the themes "Training of Future Specialists in Pedagogical Education in the Context of European Educational Integration" (state registration number 0123U105311) and "Creating a safe, flexible, multilingual educational environment for the effective training of future teachers in the context of classroom, distance and blended learning" (state registration number 0123U104168). The theme of the research work was approved by the Academic Council of Bogdan Khmelnitsky Melitopol State Pedagogical University (Minutes No. 9 dated December 18, 2019) and specified with the approval of the Academic Council of Bogdan Khmelnitsky Melitopol State Pedagogical University (Minutes No. 14 dated August 26, 2024).

Object of the study: the process of teaching English to students in grades 7–9 in general secondary education institutions.

Subject of the study: pedagogical conditions for classroom management of students in grades 7–9 in English lessons based on a child-centred approach.

Aim of the study: to determine, scientifically justify, and experimentally test the effectiveness of pedagogical conditions for classroom management of students in grades 7–9 in English lessons, implemented on the basis of a child-centred approach.

To achieve this aim, the following **objectives** were set:

1. To analyse the extent to which the child-centred approach has been developed in the theory and practice of organising students' learning activities in basic secondary education institutions and to clarify the essence of the key concepts of the study.

2. To develop a child-centred model for classroom management in Grades 7–9 in English lessons and to determine its structural components.

3. To identify and theoretically substantiate the pedagogical conditions for implementing the child-centred approach in organising the learning activities of students in Grades 7–9.

4. To experimentally verify the effectiveness of the developed model and the pedagogical conditions for its implementation in the educational process of basic secondary education institutions.

Research hypothesis: the effectiveness of classroom management of students in grades 7–9 in English lessons will significantly increase if a pedagogical model based on a child-centred approach is implemented, ensuring the realisation of the following pedagogical conditions:

The pedagogical conditions for the effective organisation of classroom management in grades 7–9 in English language lessons applying a child-centred approach include:

1. Organisational and Subject-Oriented Condition: organising the educational process based on child-centredness through role-based interaction in small groups, ensuring the student's transition from the position of an object of influence to the position of an active subject of learning.

2. Environmental and Adaptive Condition: creating a psychologically safe and differentiated educational environment, which, through the integration of digital solutions and social and emotional learning (SEL), adapts to the child's individual needs and ensures their psychological safety.

3. Reflexive and Motivational Condition: implementing a system of assessment for development (formative, self- and peer assessment), aimed not at knowledge control, but at fostering the student's conscious responsibility for their own educational progress.

Theoretical, empirical, statistical research **methods** were used to solve the set objectives.

Theoretical: analysis of philosophical, psychological, pedagogical and other literature on the problem of research, analysis of documents; comparisons, generalisations, which allowed to identify, systematise research materials, formulate initial theoretical positions for classroom management in the child-centred educational environment; study and generalisation of teaching experience; analysis of curricula, domestic and foreign education and methodological complexes in English for institutions of basic secondary education, generalisation of domestic and foreign experience in teaching in small groups.

The empirical research employed questionnaires and surveys to collect data on students' attitudes and experiences, interviews with teachers, students, and experts, classroom observations to monitor interaction and engagement, expert and self-assessments to evaluate classroom management strategies, analysis of diagnostic results to measure academic progress, and an experimental method to test the effectiveness of the proposed classroom management model.

Statistical: methods of mathematical statistics for processing the obtained results.

The study involves modelling as a theoretical framework for designing a pedagogical model of child-centred classroom management.

The methodological basis of the dissertation research is the theory of scientific knowledge, the philosophical foundations of the humanisation of education, the principles of humane pedagogy, based on the priorities of the student's personal interests in the study process, and psychological and pedagogical concepts of the child-centred approach to learning.

Peculiarities of teaching English in institutions of basic secondary education are studied by several domestic and foreign scholars, both theorists and practitioners. Issues related to the implementation and development of the New Ukrainian School Concept have been examined in the studies of Ukrainian researchers, including O. Savchenko, N. Bibik, V. Kremen, O. Lokshyna, L. Hrynevych, and I. Zyazyun. Aspects related to creative approaches to learning are examined in the studies of both Ukrainian and international scholars, including O. Savchenko, S. Sysoieva, J. Guilford, E.Torrance and others. The level and qualitative characteristics of motivation in the learning process are examined in the studies of both Ukrainian and international scholars, including S. Maksymenko, I. Bekh, E. Deci, R. Ryan and others. The theoretical and practical foundations of restructuring English language teaching have been studied in the works of O. Vishnevsky, O. Sherstiuk, I. Kovalchuk, L. Semenova, S. Hrynko, T. Bondarenko, M. Lysenko and others. The linguistic factors influencing the development of English-speaking competence in school students have been analysed and described

by V. Redko, V. Plakhotnyk, N. Tkachenko, O. Morozova, L.Hrytsenko, I. Melnyk, S. Pavlenko and others. However, it is precisely the peculiarities of teaching English in the context of New Ukrainian School that have not yet received sufficient attention from the modern pedagogical science. There is a lack of works that systematised and summarised the latest recommendations and considered the complex nature of teaching English in institutions of basic secondary education at the current stage.

A review of current regulatory and legal frameworks was conducted, including laws governing the functioning of the Ukrainian education system and educational activities (such as the Law of Ukraine "On Education" and the Law of Ukraine "On General Secondary Education"), as well as key policy documents of the Ministry of Education and Science of Ukraine. Particular attention was given to the Concept of the New Ukrainian School (2016), which articulates the child-centred approach and defines priorities for the development of general secondary education in Ukraine.

The study is based on the understanding of classroom learning as a pedagogical process, within which foreign language teaching methods perform an instrumental function, and the determining factors are pedagogical conditions, the nature of interaction between participants in the educational process, the psychological climate, and the socio-emotional development of students.

In the context of modern educational transformations, blended learning has become particularly relevant, combining face-to-face and online interactions and requiring new approaches to classroom management. Effective management of classroom activities in a blended learning environment involves aligning learning objectives, forms of interaction, and pedagogical conditions across different instructional formats. This approach expands the possibilities for implementing a child-centred approach and ensures flexibility and adaptability in the educational process.

The scientific novelty of the dissertation research.

For the first time:

the pedagogical conditions for organising the learning activities of students in Grades 7–9 in English lessons on the basis of a child-centred approach have been identified, theoretically substantiated and experimentally validated, namely: the organisational-and-subject condition, the environmental-and-adaptive condition, and the reflexive-and-motivational condition.

a child-centred model for classroom management of students in Grades 7–9 has been developed, which illustrates and ensures the implementation of the identified pedagogical conditions through the systematic integration of role-based learning interaction, instruction in small heterogeneous groups, elements of social and emotional learning, and digital technological solutions within a blended educational environment.

clarified:

the essence and content of the concepts of "child-centred approach", "organisation of students' learning activities", "classroom management", and "social and emotional learning" in the context of teaching English in basic secondary education.

the structural components and implementation tools of the child-centred approach, considering the age-specific and psychological characteristics of adolescents as well as the influence of the digital educational environment.

further developed:

the ideas of humanisation and child-centredness of the educational process in the aspect of managing students' learning interaction.

approaches to organising English language instruction in small groups as a means of developing foreign language communicative competence, learner autonomy, and students' social and emotional skills.

Theoretical significance of the study:

Scientific justification and expansion of the content of pedagogical conditions (organisational-subject, environment-adaptive, and reflective-motivational) that ensure the effective implementation of a child-centred approach in the educational process of basic secondary education institutions;

Theoretical modelling of the classroom management of students in grades 7–9, based on subject-to-subject interaction and the use of tools from modern classroom management;

Further development of the conceptual foundations of child-centred education in foreign language teaching by clarifying the relationships between emotional intelligence (socio-emotional learning) and the effectiveness of learning English in adolescence.

Practical significance of the study:

Development and implementation of a pedagogical model for classroom management in English lessons, which can be adapted to different types of general secondary education institutions;

Creation of methodological tools (cases, role-play scenarios, algorithms for working in small heterogeneous groups, and digital templates) that ensure practical implementation of the identified pedagogical conditions;

Preparation of practical recommendations for English teachers on transforming traditional classroom management into child-centred classroom management in a blended learning environment;

Possibility of using the research results for the development of specialised professional development courses for teachers, as well as in the training of future foreign language teachers in higher education institutions.

Personal contribution of the author. In the article "Rutkovska A., Rutkovsky M. Innovative technologies in teaching foreign languages. Scientific bulletin of Melitopol State Pedagogical University series: Pedagogy 1(30)' 2023. P.157-163" the researcher is responsible for determining the features of the content of innovative technologies for effective English language teaching.

In the article "Rutkovska A., Rutkovsky M., Konovalenko T. (2022). Learning foreign languages in a modern informational educational environment. Materials of the 1st International scientific and practical conference "Modern trends in the development of modern scientific thought", Haifa, Israel, September

27-30, 2022, p.268-272" the researcher is responsible for defining the features of information technologies for learning foreign languages.

In the article "Rutkovsky M., Barantsova I., Garmash O. Intercultural dialogue as the basis of educational space. Sprin Journal of Arts, Humanities and Social Sciences. Vol.1(07). July 2022, P., 367-377" the researcher is responsible for analysing the features of dialogue and communication in education - the dialogue becomes, in this sense, a genuine multifaceted interaction of subjects of communication (subjects of knowledge and subjects of activity), a way of establishing the integrity of human existence.

In other publications with co-authors, the primary material, its processing and conclusions belong exclusively to the researcher.

Organisation and Main Stages of the Study.

The study was conducted in several stages.

At the theoretical stage, scientific literature, normative documents, and English language curricula for basic secondary education were analysed. Psychological and pedagogical concepts of the child-centred approach and the experience of teaching English in Ukraine and abroad were examined. The pedagogical conditions for implementing a child-centred approach in basic secondary schools were identified and theoretically justified.

At the experimental stage, a pedagogical model was developed, and the identified pedagogical conditions for classroom management of students in grades 7–9 were implemented. An experimental evaluation of their effectiveness was conducted, aimed at activating students, fostering their autonomy, and developing collaborative skills.

At the analytical stage, the collected data were processed and interpreted, and results before and after the implementation of the model were compared. The effectiveness of the justified pedagogical conditions was confirmed, and general conclusions of the study as well as practical recommendations for teachers were formulated.

Implementation. The results of the dissertation research were implemented in the educational process of: the Private School "Global School" in Kyiv, I. Franko Ternopil Academic Lyceum "Ukrainian Gymnasium", Melitopol Gymnasium No. 11 of the Melitopol City Council of Zaporizhzhia Region, Ternopil Educational Complex "Ivanna Blazhkevych General Educational School of I-III Degrees - Economic Lyceum No. 9" of the Ternopil City Council of the Ternopil Region, Ternopil Comprehensive School of I-III Degrees No. 4 of the Ternopil City Council of the Ternopil Region, Municipal Institution "Vinnytsia Lyceum No. 20".

The results of the dissertation were presented in reports at international scientific and practical conferences: the 4th International Scientific and Practical Conference "Integration of Scientific Bases into Practice" (Stockholm, Sweden. October 12-16, 2020), the 5th International Scientific and Practical Conference "Topical Issues of Language and Literature Functioning in a Modern Multicultural Society" (Melitopol. September 25-26, 2020), the 7th International Scientific and Practical Conference "Modern Trends in Development: Science and Practice" (Varna, Bulgaria. November 02-05, 2021), the 2nd International Scientific and Practical Conference "Information Technologies in Education and Science" (Melitopol, 2021), the 7th Virtual International Spring Symposium (Moldova. March 26-27, 2021), the 6th International Scientific and Practical Conference "Topical Issues of Language and Literature Functioning in a Modern Multicultural Society" (Zaporizhzhia-Melitopol. October 13-14, 2022), the 1st International Scientific and Practical Conference (Haifa, Israel. September 27-30, 2022), the 7th International Scientific-Practical Conference "Topical Issues of Language and Literature Functioning in a Modern Multicultural Society" (Zaporizhzhia-Melitopol. May 12-13, 2023), the 13th International Scientific and Practical Conference "Modern Ways of Development of Science and the Latest Theories" (Madrid, Spain. December 11-13, 2023), the 7th International Scientific and Practical Conference "Current Problems of Language and Literature Functioning in a Modern Multicultural Society" (Zaporizhzhia-Melitopol. May 12-13, 2023), the

2nd International Scientific and Practical Conference "Modern Higher Education: Achievements, Challenges and Development Prospects in Uncertainty Period" (Zaporizhzhia. October 4–5, 2024), the 2nd International Scientific and Practical Conference "Science and Education in Wartime" (Dnipro. October 18, 2024), International Scientific Conference "Innovations and Prospects for the Development of Modern Science" (Utrecht. November 19, 2025).

Publications. The main provisions and results of the research are reflected in 22 publications, of which: 6 articles in specialised professional journals, 2 articles in foreign journals indexed in Google Scholar and Index Copernicus, 1 article in a scientific international journal, 13 articles in collections of proceedings of international scientific and practical conferences.

Scope and structure of the dissertation. The dissertation consists of an introduction, three chapters, conclusions to each chapter, general conclusions, a list of references (278 items) of which 229 sources are in Ukrainian and 49 sources are in foreign languages, 14 appendices (on 68 pages). The full volume of the dissertation is 292 pages, of which 196 pages are the main text. The work contains 14 tables, and 5 figures.

CHAPTER 1
THEORETICAL FOUNDATIONS OF CLASSROOM MANAGEMENT IN ENGLISH LESSONS FOR GRADES 7–9 APPLYING A CHILD-CENTRED APPROACH

1.1. Child-centred approach as a basis for classroom management in English lessons within the New Ukrainian School Concept

The progress of modern humanistic pedagogy requires an understanding of the historical path of such an important process as the humanisation of education. The emergence of ideas of humanism dates to antiquity. The view of a person as the highest value has found its place in upbringing and education, even in the early stages of human civilisation. Humanistic ideas in education were manifested in ancient China, India, ancient Greece and Rome. The foundations of humanistic pedagogy were laid in the Renaissance and Enlightenment. The greatest development of humanisation was in the nineteenth and first half of the twentieth century, and from the middle of the last humanisation of education stood out as an independent topic, becoming the basis of pedagogical science. Education, reflecting all stages of human development, as a rule, fulfilled the social order of the corresponding formation, acquiring a humanistic orientation, or, conversely, serving either religious fanaticism or the totalitarian preference of the ruling classes [159].

Based on the literature review, we have concluded that the ideas of humanism have always remained in the field of view of progressive thinkers, philosophers, educators.

Many scientists offered their point of view, an original approach to the organisation of the educational process on humanistic principles, which led to the emergence of various pedagogical trends, systems, and author's schools. This contributed to the development of personality-oriented pedagogical science aimed at educating a free personality.

In modern education practice, with a comprehensive understanding of the importance of education, unfortunately, there is a noticeable increase in the crisis, which, according to UNESCO, has covered the study systems of most countries since the early 80's of the twentieth century. This is manifested in the inability of the existing study system to solve the problems facing humanity in terms of progress and even survival, in the inability to form a new type of intelligence, thinking that would correspond to modern realities of society, and due to the spiritual sphere lags production. In addition, supporters of the humanistic concept see the essence and danger of the crisis in the dehumanisation of education under the pressure of industrial technocracy and market utilitarianism [57, p. 13].

We consider that the disharmony between the amount of necessary education material, which is constantly growing, and the psychophysiological capabilities of students is also a crisis. There is also the reduction of the social authority of schoolteachers, the authoritarian nature of their relationships with students [172, p. 102]. The current state of society, understanding the need to overcome the above crises, has created preconditions for educational reform. The humanisation of social relations marked the beginning of the phenomenon of personality-oriented education, which today has stable principles: recognition of an individual (student, teacher) as a subject of educational activity and a subject of relations; recognition of a person as a complex system that develops itself; recognition of the individual as an aim, not a means of educational activity, etc. [175]. It is the introduction of the principles of personality-oriented education in the study process that can be a way out of the crisis. An important component of such education is the humanisation of the latter, which is its purely pedagogical component. Civil society treats education in the 21st century as the number one priority in the world, in every state [175].

Further development of our society requires increased attention to education, new paradigm, which should be based on the principles of humanisation and democratisation in the revival of national culture, the formation of a market economy [178, p. 20-27] and the main task of which, as we think, is not just to

increase intellectual development but create a new intellect, a new type of thinking, the ability to realise ourselves in the face of modern realities that are changing rapidly.

The issue of humanisation of education has been referred to by such scholars as G.Ball [7, 8, 9], S.Bondar [23], L.Burlachuk [27], N.Dmitrenko [67], S.Honcharenko [49], I.Ziaziun [84, 85, 86], T.Konovalenko [103], V.Leshchenko [124], Yu.Maliovany [132], I.Pidlasy [164], O.Savchenko [196, 197, 198], S.Shekhavtsova [225, 226], A. Sushchenko [212] and others. Common to all is the statement about the focus of education on the recognition of an individual as an absolute value.

The flexibility and versatility of the process of humanisation of education requires consideration of this issue in terms of its diversity, taking into account its inherent main components, which are, according to G. Ball, in humanistic rethinking of the functions of education, humanisation of today's life of students, implementation of humanistic principles in the general organisation of the study process and its further development, love and respect for students by teachers, individualisation and differentiation, education of students in the spirit of humanistic values as a subject of humanistically oriented education [8, p.3-5].

We believe that the humanisation of today's life of students is to create favourable conditions for the harmonious development of personality, which are based on each age period of activity and initiate its desire to recognise them by others, self-creation of conditions for their full manifestation, i.e. self-realisation at school. S. Honcharenko emphasises that individual self-realisation should be considered as a conscious process of the fullest growth and disclosure of one's essential forces in the process of multifaceted, free activity" [51, p. 10].

Educating children in the spirit of humanistic values occurs through interaction, through the disclosure of individual abilities and preferences. "The formation of humane relations is the most important indicator of educational activity at school, because it provides a favourable climate for students in the classroom, stimulates the development of a sense of responsibility, allows self-

realisation, self-expression, and ultimately improves the quality of knowledge" [212, p. 148]. The teacher involves students in mastering the cultural and social heritage of humankind, cultivates patriotic feelings in them, directs the development of personal life aims and values. A. Sushchenko emphasises that education is the creation of favourable conditions for the disclosure of intellectual, moral and physical potential of the individual [212, p. 72], which in humanistic pedagogy acquires the meaning of creativity.

Making conclusions from many psychological and pedagogical studies, Ukrainian scholars identified several patterns of humanisation of education, which, in their opinion, can include [160]:

- understanding education as a process of formation of mental peculiarities and functions of a growing person, due to the interaction of a student with adults and the environment;

- focus on personal development, which is the main trend in the development of the education system;

- organisation of the activity approach to education systems, which can be defined as the main direction of the strategy of humanisation of education;

- the principle of individual-creative approach, according to which the self-development of an individual depends on the degree of creative orientation of the study process.

We can supplement these provisions by the statement of I. Ziaziun: "The development of a person is always progressive in the presence of appropriate conditions and constructive satisfaction of the need for self-determination" [85, p. 29].

Motivation as one of the most complex structures of an individual is manifested in the ability to give personal meaning to one's own activities, the relationship between the subjects of learning. It is a certain cyclical process of continuous interaction, transformation, in which the subject and the situation interact with each other, resulting in a particular behaviour [122, p. 106], which includes several components. It is necessary to highlight the most important. We

mean personal understanding of the purpose of learning, its cognitive and social motives, the ability to determine the long-term purpose of educational activities, the emotional component of learning motivation. There is a positive link between increased motivation, steady concentration and thinking.

Humanised education should be based on activity cooperation, on activity communication between a student and a teacher, who are equal subjects of the study process. "A student is able to be the subject of cognition only when s/he plans his or her activities, chooses ways to actively implement his or her plan, not limited in reflections on the result" [31, p. 39]. We agree with that, but we would like to add that the humanisation of education is also designed to form a creative personality capable of self-realisation in modern conditions, able to overcome difficulties in various life situations. Here it is appropriate to pay attention to the development of students' activity competence (competence can be considered as an opportunity to establish a connection between knowledge and the situation [230, p. 41-46]). The perception of a student as a subject of learning requires the activity of humanised education.

We can conclude that the activity direction (or active learning approach) is an integral component of the strategy of personality formation, adapted to the requirements of modern society.

Another mandatory aspect of humanisation is the national character of education. For many years, the denationalisation of education was practically taking place in Ukraine before its independence status in 1991. There was a loss of folk customs, traditions and more. The general national culture of the Ukrainian people suffered. "... Denationalisation ... is a prerequisite and mechanism of degradation of a person and people" [57, p. 58]. In our opinion, the proclaimed process of humanisation of education in Ukraine right now creates all the conditions for solving the national question, eliminating the consequences of soviet period and rf-aggression encroachment nowadays.

Emphasising the national form of humanised education, we must instill in students an understanding of the mutual enrichment of cultures of different peoples

from communication with each other, the value of the contribution of each nation to world culture. "Education as an appeal to national personal values is more effective from a national point of view. It directs students to work independently on building their personality, developing what is most susceptible to development from the standpoint of explicit and implicit national culture of education" [34, p. 98]. National and international aspects should be presented as the only component of the content of humanised education.

S. Honcharenko and Y. Maliovany express the opinion that "a holistic, consistent, harmonious and complete model of humanised education could become the national idea of the country" [53, p. 4]. By uniting the people around such a national idea, reforming education on a new, humane basis, it will be possible to raise a highly intelligent and highly spiritual generation, which will enable Ukraine to take a worthy place in the world community.

S. Shekhavtsova points that successful intercultural dialogue in education has a positive impact on the formation of a number of qualities in students that are inherent in a democratic culture, such as: impartiality, the desire to express and listen to other people's opinions, the ability to resolve conflicts peacefully and accept the well-founded arguments of others [226, c.181].

We fully agree with the conclusions of scholars and believe that education is national in nature, has humanised content, methods of which correspond to the national mentality, are based on the cultural and spiritual heritage of the people, and are an inexhaustible source of a young person's national identity education.

In our opinion, the main purpose of humanised education is the formation of a creative unique personality, capable of self-learning, self-realisation, self-defense, self-regulation, free choice, adaptation to environmental variability, and the formation of a broad worldview, perception of a general scientific picture of the world and his or her place in it, personal belonging to the world community. One of the main tasks of the humanised study process is to provide each student with equal opportunities for education, and the involvement of all students in the study process, regardless of their success, mental and physical development.

The creation of the situation of emotional well-being is, in our opinion, very important. "Self-regulation and regulation of emotional states of students ... it is better to carry out not by direct volitional control, but by psychological operations which have indirect, bypass character" [115, p. 142]. An important task of the teacher is the ability to find a way to influence the feelings and emotions of students ... Neither the creative experience of mankind, nor the experience of emotional and sensual attitude to the world, nor spirituality as components of the content of education are transmitted through knowledge and skills. To convey them, they use a special pedagogical approach – emotionality as one of the priority didactic principles of general pedagogy" [28, p. 206]. Emotionalisation of the study process affects the activation of intellectual, volitional, cognitive spheres of personality. Concern for the emotional well-being of students is undoubtedly one of the components of the humanisation process.

Implementation of the above content of modern humanised education requires a certain set of methods and tools. L.Ovdienko defines the method of teaching as the main way to achieve a certain didactic aim (mastering the concept, ideas, theory, a certain skill or ability) [152, p. 26].

We agree with the opinion of L. Milto that there are known classifications of methods (verbal, visual, practical, reproductive, exploratory, creative, formation of consciousness, attitude, behaviour, beliefs, stimulation, etc.), which were determined by the famous scholars but they "do not explicitly carry humanity or antihumanity. ... Everything depends on the nature of their application, on the position of a teacher, on the approach to the student and the atmosphere of pedagogical interaction" [137, p. 66].

To be able to assume that humanisation has taken place at the school level, it is necessary to abandon the authoritarian school, where the teacher is only a translator of knowledge. In the New Ukrainian School, the functions of teachers change; they become guides to knowledge and should teach students how to learn. The teacher-student relationship changes from mentoring to partnership, in which the dialogue of equal actors plays a major role. The student from an object of study

process becomes its subject. The humanisation of education will take place if every teacher begins to treat his or her activity as a constant search. The teacher of our time must be a Personality, because only such a person can educate a Personality [36, p.44].

N. Dmitrenko emphasises that one of the main forms of student autonomy is the mastery of learning strategies, the choice of which depends on individual preferences in the ways of processing educational information, as well as a few other general and individual factors influencing the process of autonomous learning [67, p.120-124].

Based on the analysis of pedagogical literature, it can be noted that the purpose of humanised education is to provide each student with equal opportunities for education; formation of a self-sufficient personality, capable of autonomy, free choice, for which self-study, self-education is the key to successful self-realisation in later life; personality, highly cultured and highly spiritual, armed with an understanding of the overall picture of the universe and his or her place in it.

The humanisation of the content of education involves the revision of curricula, programmes, textbooks, etc.; creation of favourable psycho-physiological and socio-psychological conditions for personality development; considering the individual characteristics of students. The realisation of the purpose and content of humanised education is ensured through the creation of new teaching and education technologies. Reformation processes which now take place in Ukraine, encourage teachers and scholars to search for various forms and methods of teaching aimed at updating and improving education through the creation of new pedagogical concepts, technologies, the use of both the latest techniques and classical ones, well-known around the world [30, p.10-12].

Analysis of works devoted to humanistic ideas in pedagogical research has revealed several common, invariant features inherent in humanistic education institutions. With the humanisation of the study system, it can be traced that it acquired several of the following qualities:

- a decisive turn towards the student's personality, his or her interests, abilities, needs, self-development, self-education, creation of conditions for solving these problems;

- implementation of the joint activities of teachers and students is built based on humanistic values, interaction, relationships of mutual respect, trust and goodwill;

- the trend of integrating the study process with the upbringing process based on system-forming activities;

- the combination of pedagogical aims with the aims of students, the aims of the study system become personally significant for both adults and children;

- the orientation of pedagogical activity to provide conditions for the manifestation and development of students' individuality and subjectivity;

- the presence of a sense of security, comfort, satisfaction with life in an education institution in adults and children [75].

The issues of innovations in education are presented in the works by O.Anishchenko [3], T.Diak [71], G.Drider [242], A.Dubovyk [69], I.Dychkivska [66], H.Haken [245], L.Hlushok [47], I.Konovalchuk [104], I.Maximenko [131], O.Marynovska [133], T.Mykhailenko [138], A.Natalchenko [142], O.Pometun [170], S.Shekhavtsova [225], N.Seheda [200], T.Volobuieva [41] etc. Their works reveal the general features of pedagogical innovation processes.

The factors of the spread of pedagogical innovations are divided into broad social conditions, private social conditions, and personal factors. One of the objective factors in the implementation of the idea of humanisation of education is the humanisation of relations in society. The influence of the socio-economic, political and cultural situation in the country is reflected in the state of the study system in general and in secondary school in particular.

A more complex process is a qualitative change in the relationship between teachers and students on the principles of humanistic pedagogy. This process is difficult to track using statistical data. However, the tendency, reflecting the orientation of the pedagogical community of Zaporizhzhia region to solve the

problem of humanisation of relations at school, is manifested. In a survey of 70 school directors and 120 deputy school directors, 70% of them note that they are working on the problem of humanising the education institution and are interested in helping to provide methods and technologies that contribute to the humanisation of the study process at school according to a child-centred approach. Melitopol teachers actively participate in the All-Ukrainian scientific and practical conferences organised by Bogdan Khmelnitsky Melitopol State Pedagogical University: "Personal and professional development of a teacher in the conditions of realisation of the Concept of the New Ukrainian School" (2018), "New Ukrainian School – partnership in action" (2019), "Modern technologies of socio-pedagogical support of the individual in the educational space" (2019), "Modern issues of humanistic pedagogy: methodological, scientific-theoretical, technological" (2020), "Modernisation of the educational space: world trends and national priorities" (2021), "Humanisation of the educational process: theoretical and practical dimensions" (2022), "Pedagogical mastery in the 21st century: development of teacher's personal and professional potential" (2024) etc. Active participation of teachers in these scientific and practical conferences (annually up to 60 teachers and employees of education and cultural institutions) confirms the high interest of teachers in the problems of humanisation, whose innovative activities are reflected in the collections of abstracts of these conferences.

Bogdan Khmelnitsky Melitopol State Pedagogical University (BK MSPU) is the initiator of the movement to implement the ideas of global education, as one of the directions of humanisation of schools and universities. Thus, in Zaporizhzhia and Zaporizhzhia region there is wide support for teachers working on the issue of humanisation and child-centred approach.

Humanisation as an innovative process requires a combination of the teacher's creativity with an attitude towards the development of a student. Every pedagogical innovation makes certain requirements for the teachers' attitudes (to students, to themselves, to the mode of activity). Teachers are not inclined to accept an innovation if their attitudes contradict the proposed innovation. In

accordance with humanistic principles, it can be assumed that for the success of the innovative process of humanising the school study system, it is necessary to create conditions for teachers to freely choose humanistic values and develop their humanistic centralisation. The idea of personal centralisation helps to explain the reasons for the psychological barriers that teachers face when innovating. Only the humanistic centralisation of a teacher is a condition for the innovation to correspond to the true meaning of teaching and upbringing [219, p. 18-21].

N. Seheda emphasises that openness to the future and the ability to reassess values are the leading characteristics of humanistic education in the development of an individual. The one who teaches must be familiar with the techniques, criteria, and correction of the development of personality traits, and the one who learns must form a system of goal setting for development, methods of self-development, and self-assessment. [200, p. 58-62].

The connection between the humanisation of the study system at school, child-centredness, and innovations lies in the transformation of educational practices to better cater to the needs, abilities, and development of children. This connection is rooted in the shift towards more personalised, empathetic, and inclusive teaching methods that recognise the individuality of each child.

Child-centred education is a pedagogical approach that places the child at the heart of the learning process. It acknowledges the importance of active learning. In a child-centred educational process children are encouraged to take an active part in their learning. Rather than being passive recipients of information, they engage in hands-on activities, problem-solving, and inquiry-based learning. Recognising that each child learns differently, this approach emphasises tailoring the educational experience to meet the unique needs, strengths, and interests of each student. Children are seen as co-creators of their learning journey, with their opinions, preferences, and choices shaping how education unfolds.

Innovative practices in education are aimed at improving learning outcomes, efficiency, and engagement by introducing new methods, tools, and technologies. Innovations include:

- technology integration: the use of digital tools, online platforms, and interactive learning materials to create a more dynamic, flexible, and personalised learning experience;

- collaborative learning technologies: innovations in teaching often focus on collaboration, encouraging group work, peer learning, and co-creation of knowledge;

- competency-based education: moving away from traditional grading systems and focusing on the mastery of skills and competencies, allowing students to progress at their own pace;

- project-based learning (PBL): encouraging students to learn through real-world challenges, which promotes critical thinking, creativity, and collaboration.

The humanisation of the study system and child-centredness both focus on personalisation. Humanisation advocates understanding each student's needs, while child-centredness directly addresses the tailoring of the learning process to meet those needs. Educational innovations – such as interactive learning technologies, flexible curricula, and new forms of assessment – align closely with the principles of child-centredness. They help in creating an environment where children are more engaged, more actively involved in their learning, and able to progress at their own pace. As schools adopt innovative practices, they can enhance the humanisation of education by incorporating more empathetic approaches. For example, socio-emotional learning tools and mindfulness programmes can be supported by digital platforms, helping educators focus on students' emotional needs.

The humanisation of education, the child-centred approach, and educational innovations are mutually reinforcing. Innovations in education provide tools and strategies to make learning more personalised and relevant, while the humanisation and child-centred focus ensure that these innovations serve to benefit each child's holistic development, including their socio-emotional, and cognitive growth. Child-centredness increases the role of the child in the learning process. The main education values under the "New Ukrainian School" Concept have been identified.

Child-centredness, academic freedom and rights, experience, needs, interests and abilities of each child are recognised as the core of the study process.

Positive changes in mutually supporting systems – the development of a student and the development of a study process at school – are possible under the condition of close attention to changes in a student's personality on the part of teachers. The system of psychological and pedagogical support for the socialisation of students should help teachers understand and accept each student, help create optimal conditions for pedagogical interaction that contributes to the socialisation of each student [7, p.21-33].

Positive socialisation is possible only with close attention to the state of the student's mental and psychological health. One of the tasks of the school is to ensure the full development of the potential of each student. This process depends on the activity of the individual, his or her vitality (internal factors), on the timeliness and adequacy of external forces, one of which is the psychological and pedagogical support of student's socialisation [8, p.3-5].

At present, in the world of psychological and pedagogical practice, an approach to the problem of psychological health from the point of view of completeness and richness of personality development is very promising. Therefore, A. Maslow focused on two components of such health. First, it is the desire of people to self-actualise. For this, it is important to be able to listen to the "voice of the impulse", since "most of us more often listen not to ourselves, but to the voice of the father and mother, to the voice of the state system, superiors, authorities, traditions, etc.". However, the idea of oneself is not enough. A person needs to realise what is inherent in him or her by nature. Here the school acts as a factor creating conditions for the self-actualisation of an individual. The second component of psychological health is a person's striving for humanistic values. A self-actualising person, according to A. Maslow, can accept others, is autonomous, spontaneous, driven by the desire to improve humanity, is sensitive to beauty, has a sense of humor, shows inclination for creativity, an obvious altruism [199, p.134-140].

Thus, the aim of psychological and pedagogical support for the socialisation of students should be to create conditions that ensure their spiritual development, maintain their mental comfort, which is the basis of their psychological health, and assist the students in finding the meaning of life, in self-determination. Taking care of psychological health implies attention to the students' inner world: to their feelings and experiences, hobbies and interests, abilities and knowledge, their attitude towards themselves, adults, the world around them, family and social events and life as such. Psychological health allows students to gradually become self-sufficient, when they are increasingly oriented in their behaviour and relationships not only to the norms set from outside, but also to internal conscious guidelines. The task of the teacher is to help students, in accordance with their age, master the means of self-understanding, self-acceptance and self-development in the context of humanistic interaction with the people around them in the conditions of cultural, social, economic and environmental realities of the surrounding world [211, p. 316-324].

The desired result of psychological and pedagogical support of the socialisation of students is possible only when the school adapts to its conditions the proposed methods, programmes for the study and development of students, changes them (not at the expense of reducing their reliability), conducts research, since internal research work enriches the applied and practical support of the study process.

One of the conditions for stable development and a new qualitative breakthrough in the national study system is to ensure the restructuring and renewal of the content, forms and methods of organising the study process based on child-centredness.

The ideas of child-centredness are the basis of many pedagogical systems and scientific theories of different times. G. Vashchenko, D. Dewey, A. Disterweg, J.Comenius, V. Kremen, J. Korchak, K. Rogers, V. Sukhomlinsky, K. Ushinsky, and others carried out a fundamental theoretical understanding of child-centredness. In modern domestic pedagogy, the ideas of child-centredness are reflected in the

works by I. Bekh, O. Vyshnevsky, I. Ziaziun, V. Lozova, M. Levkivsky, O. Sukhomlynska, and others.

American scientist G. Drider placed a child at the centre of the pedagogical system, pointing out that a child is the sun, and all education must revolve around him or her. The interests of a child become the values of education and the basis for the organisation of all-educational processes; the upbringing and education of a child should take place without force and pressure [242].

C. Patterson wrote that "the school of the future will be child-centred", emphasising the natural desire of a child for knowledge, creating favourable conditions for self-development, the development of individual creative abilities of a child and the inherent need for self-realisation. He considered a child an active part of social and biological environment, whose activities are a reaction to the world around him or her, so he shifted the centre of education to the sphere of activity of a child. The scientist was convinced that the work in team influences the development of a child's personality, because when children come together, everyone seeks to discover all the best that s/he can become more active and resourceful [258]. Patterson's concept became an important stage in the child's cognition and development of pedagogical theory.

The pedagogical system of Maria Montessori is based on the idea of humanistic free education. At the heart of Montessori's pedagogy is the inadmissibility of violence against children; the problem of child self-development; creation of a special system of education and training, in which the central role is played by the "prepared environment" and a kind of didactic material; different age approach to the upbringing and education of children; the need to study a child by a teacher to promote his or her successful "self-construction", spiritual development [136].

K. Ushinsky made the first attempt to study a child holistically based on the anthropological principle, trying to open to teachers the great importance of comprehensive study of a child. The teacher also pointed out that everything in education should come only from a living source of human personality. "…

Without the personal direct influence of the educator on a student, a real upbringing that penetrates the character is impossible" [221, p.358-361]. Thus, K. Ushinsky from an anthropological standpoint, determined the dependence of the success of the integration of teaching and upbringing on the strength, abilities and knowledge of the personality.

At the base of the content of the perfect process of education, according to K.Ushinsky, is the idea of a humanistic educational paradigm – attitude to a person as the highest value, focus on personal orientation, creating conditions that ensure his or her free self-development, preservation of individuality, entry into society and active life from the position of social and value orientation. That is why a teacher builds a paradigm of the subject of education as a pedagogical task of education: a person – his or her soul – activity and calls this series "a complete definition of the purpose of pedagogical activity". A teacher strongly believes that the main purpose of education is a person, because everything in this world (the state, the people, and the humanity) exists only for a person, the soul – the dominant essence of a person in comparison with the body, and the dominant instruction of the soul is activity – work is mental, free, filling the human soul" [221]. Thus, a teacher emphasises the focus of the process of education on a child, which is always an aim, not a means to achieve it.

The central part of S. Rusova's pedagogical concept is the child's personality. Considering it the most precious treasure in the world, caring for its future and treating it with great love, S. Rusova called on educators to take an active, progressive position, to new searches in humanistic education, emphasising the development of the child's independence, individual approach to each child, adhering to the principle of natural education. S. Rusova's ideas were that children's institutions should bring joy, where children learn without forcing, without shouting, surrounded by deep respect, understanding, support, meeting children's needs. The upbringing of a child should be based on respect for the person, because "… the Ukrainian child is not very expansive, it is vulnerable; s/he must be approached with kindness, to attract him or her with respect for his or her

individuality. We need to arouse his or her curiosity, then a gifted grateful child will appear, and his or her deep sensitivity will be heard" [181].

With the emergence of a new pedagogical direction of pedocentrism according to which the organisation and methods of teaching are determined only by direct, spontaneous interests and needs of children, the concept of child-centredness acquired new scientific meaning: physiological, mental and social development of a child; the role of hygiene in maintaining health; opportunities of a child in the process of socialisation; collective and preventive school activities. Thus, child-centred education is the provision of the process of upbringing and education of each child based on the development of his or her natural abilities [21, p. 242 – 253].

Nowadays, child-centredness is gaining new significance. According to the President of the National Academy of Pedagogical Sciences of Ukraine V. Kremen, "the principle of child-centredness comes to the fore, but not in the sense of attention to the child as such, to the abstract, generalised child that was often proclaimed and done in our country. This is important at all stages of educational activities: from preschool to university. It is necessary to bring the education and upbringing of children as close as possible to the specific essence of each of them. It is necessary not to form a child under one's own copies, by either a father, a mother, the state, or someone else, but to recognise his or her essence and educate the personality on this basis" [115].

We consider that child-centred approach to education, in the modern interpretation of this term, can be understood as a personality-oriented system of child education, the purpose of which is to expand its possible life path and self-development based on humanisation of a child's real-life competence. Therefore, the main task of today is not to invest maximum knowledge in a person, but to teach him or her to quickly obtain the information s/he needs in each situation, to educate him or her with an innovative type of thinking, an innovative type of culture capable of acting creatively. Accordingly, education and upbringing should

be as close as possible to the abilities and characteristics of a particular student. This is the main idea of the concept of child-centred education.

Thus, the current humanistic concepts of education and upbringing of students are based on the ideas of child-centredness, namely:

- lack of administrative control, which restricts the freedom of pedagogical creativity;

- activity of students in the study process, focus on the interests and experience of students, creating a learning environment that would turn learning into a bright element of students' lives;

- practical orientation of educational activity, interrelation of personal development of students with their practical experience;

- refusal to focus the study process on the average student and mandatory consideration of the interests of each student;

- the education of a "free independent personality" who is "ignited by love and guided by reason" (according to G. Drider);

- ensuring the freedom and rights of students in all manifestations of their activities, considering their age and individual characteristics, ensuring the moral and psychological comfort of each student;

- introduction of group forms of learning, which under the freedom and independence of a student provides the education of humanistic ideas and worldviews necessary for modern society.

The changes in public life determine the search for ways to educate an active person, capable of independent creative activity, self-development and self-realisation. Understanding the problem of a person in the current anthropological crisis, when there is a threat to his or her existence, V. Kremen emphasises that "the way out of this situation is to move to a new paradigm of development, when not technology, not economics, but a person in his or her new capacity will be the aim and sense of progress. This is how anthropocentrism arises and is affirmed – a new strategy of society's progress, based on which is not the accumulation of

material goods and values, but the focus on spiritual values, knowledge, culture, science, without which life loses meaning and perspective" [113, p.17-30].

The concept of anthropocentrism is full of deep philosophical meaning. The term anthropocentrism refers to various and at the same time conceptually oriented shades of philosophical thought, the object of which is a person. Anthropocentrism is a philosophy of humanistically oriented policy and practice of state formation. It is aimed at overcoming inner emptiness, the actual destruction of consciousness and worldview. This is the philosophy of human creation – concrete, living, energetically intense, whose activities are due to the unity of mind and soul. N. Seheda notes: "The uniqueness of a person, his or her potential talent, which must be developed in any educational model, are the defining theses of the anthropocentric model. Interaction and dialogue are its basic principles." Further, she stresses: "Development, selfhood, spontaneity, independence, freedom are components of the anthropocentric model in education. The main concepts of this model are self-actualisation, self-development, self-realisation, self-discovery. A teacher in such a model plays the role of a partner who moves together with a student in search of truth, self-knowledge." [200, p.58-62].

Psychologists emphasise that social influences on an individual are transformed into internal conditions, which together with biological inclinations contribute to the activity of individuals, which creates their uniqueness. Researchers on the issue of developing a respectful attitude to oneself emphasise the role played by the nature of self-esteem in the processes of self-realisation and self-development. If self-perception is unstable, uncertain, and self-esteem is distorted, an individual cares more about self-defense, compensation, but with positive self-perception, s/he believes in the possibility of change and development, ready to test his or her strength in various matters [32].

Personality is not only a purposeful, but also a self-organising system. The object of his or her activity and attention is not only the external world, but also himself or herself, which is manifested in the feeling of oneself, in the imagination of oneself, in self-esteem, in the programme of self-improvement, the ability to

self-observation, self-analysis, self-regulation. Being a person means making choices if necessary, assessing the consequences of decisions made. The main factor in transforming the study process at school based on humanisation and the child-centred approach is the system of professional development of teachers based on humanistic principles of self-determination. Humanisation of the study process depends on the pedagogical culture of teachers, their effective implementation of the role of a classroom manager (their ability to properly organise and manage a classroom).

The main role of teachers is that they actively intervene in the influence of the social environment on a child, organise this influence and direct it. The introduction of developmental education will require not only the adaptation of students to a new school, not only the psychological readiness of children for new ways of learning, a revision of the role of a teacher, but also a fundamental change in the established paradigm of education – the relationship between a teacher and students in the study process, the style of behaviour of a teacher, the classroom management in lessons – in such a way that there is a situation in which students learns on their own, and a teacher exercises comprehensive control over their learning, that is, a teacher motivates, organises, manages, coordinates, and advises [38, p.85-88].

A child-centred approach to education presupposes the need to differentiate learning, focus on the students' personalities, their intellectual and moral development, the development of holistic personalities, rather than individual qualities [11, p.88].

When developing a child-centred study process, it is necessary to proceed from the very concept of "a personality of a student." Many domestic pedagogical theorists (K.Bakhanov [11], I. Bekh [15], N. Dmitrenko [67], T. Humennykova [58], T. Konovalenko [103], H. Kostiuk [109], etc.) were engaged in the analysis of a personality and teaching strategies for him or her. L. Ovdienko identifies three main aspects of personality structure: functional mechanisms of personality, personality experience, generalised typological properties of personality [152,

p.26-30]. Accordingly, teaching must be oriented, apparently, to the indicated aspects and properties of an individual, so that education can be considered child-centred. Differentiation of learning underlies the child-centred approach.

J. Bruner characterises the mental development and cognitive activity of a child by the following indicators:

- independent thinking;

- speed and strength of mastering educational material;

- quick mental orientation (resourcefulness) when solving non-standard problems;

- deep penetration into the essence of the phenomena being studied (the ability to distinguish the essential from the unimportant);

- critical thinking, resilience to biased, unfounded judgments [238].

Each person (a student or a teacher) is unique and strives to actualise oneself. "Self-actualisation consists in the individual's desire to develop in the direction of increasing complexity, self-sufficiency, maturity and competence" [240, p. 162-170]. This is one of the basic principles of the humanistic trend in psychology, one of the founders of which is the American psychotherapist and psychologist Carl R. Rogers. The author associates this direction with such adjectives as phenomenological, existential, human-centred; and with such concepts as self-actualisation, formation, growth. Among the principles of the humanistic direction in psychology, Carl R. Rogers identified the following:

- the individuals are at the centre of a constantly changing world. It follows that for each of them their own inner world of perception of the surrounding reality is significant, and it cannot be fully known by anyone;

- the individuals perceive the surrounding reality through the prism of themselves;

- an individual strives for self-knowledge and self-realisation. S/he has an internal need for self-improvement, which implies a movement towards increasing self-government, self-regulation and autonomy;

- mutual understanding with an individual, understanding of his or her point of view on the surrounding reality, personal development is achieved only through communication;

- self-improvement and development of individuals occur based on interaction with the environment, with other people. What is important for them is their external assessment, determined because of direct and hidden contacts;

- the behaviour of an individual and the choice of direction of his or her activity correlates with his or her mental image of themselves [264].

Many of C. Rogers's views related to caring for a person, his or her personal growth, and the modern world, became decisive for the child-centred approach. His ideas about meaningful learning, the role of teachers, and their relationship with students formed the basis for the humanisation of education abroad.

We also share S. Sysoeva's opinion characterising the child-centred approach to education. She identifies several essential requirements for the systems of child-centred education: dialogical, activity-creative nature, focuses on supporting individual development of students, providing them with freedom to make independent decisions, creativity, choice of content and methods of teaching and behaviour. She believes that it is necessary to rethink the traditional understanding of education, because education is, primarily, the formation of a person, his or her acquisition of themselves, his or her image: unique individuality, spirituality, creativity. To educate a person means to help him or her become a subject of culture, to teach him or her creativity in life. Education should contribute to the development of students in mechanisms of mutual understanding, mutual assistance, communication, and cooperation. The culture-creating function presupposes the orientation of education towards the education of a person of culture. "An important function of personality-oriented education is the function of socialisation, i.e. ensuring the individual's assimilation and reproduction of social experience, indicating a person's normal, painless entry into the life of society" [202].

The provision on the function of socialisation affects the process of adaptation of children to the social environment, which consists in the fact that they become capable of cooperation with other people, thanks to the sharing of their point of view and the point of view of other people.

Socialisation is a process that continues throughout a person's life, during which s/he learns to be a member of a particular social group [122, p.102-106]. Our relationships with socialisation intermediaries can be either conflictual or friendly. The nature of these relationships determines what and how we learn. In the process of socialisation, students constantly find themselves in new situations. Adaptation to changing circumstances, which continues throughout life, is an important part of the socialisation process. "In the process of socialisation, a person's idea of oneself, or self-concept, changes. The self-concept plays an important role in the formation of a holistic personality" [122, p.102-106]. Just as the social environment contributes to the formation of the individual's self-concept, so the self-concept, in turn, influences socialisation.

Thus, child-centred education should include the following components:

a) axiological, aimed at introducing students to the world of values and assisting them in choosing a significant system of value orientation;

b) cognitive, providing students with scientific knowledge about culture, history, nature, as the basis of spiritual development;

c) activity-creative, promoting the formation and development in students of various methods of activity, creative abilities necessary for self-realisation of an individual in scientific, artistic and other types of activity;

d) personal, providing self-knowledge, development of reflexive ability, mastery of methods of self-regulation, self-improvement, moral self-determination, formation of a life position [125, p. 8-10].

Thus, from the above analysis of the works of scholars, we can conclude that child-centred approach to learning focuses on the development of a personal-semantic sphere of students. In the study process, the student becomes a central figure, and his or her activity acquires an active, cognitive character. Child-

centredness contributes to the establishment of mechanisms of adaptation, creativity, preservation of a student's individuality, the formation of his or her creative abilities for quick and skillful social orientation, and the creativity of social relations.

A review of the worldviews and education concepts of domestic and foreign philosophers, scholars, public figures, and teachers gives reason to assert that they became the basis of the "New Ukrainian School" Concept, the educational and subject environment of which should provide psychological comfort and promote the creative expression of children by preserving the values of childhood, the humanistic orientation of education, and the development of students' abilities.

Thus, two main sources of conceptual ideas for the reform of the New Ukrainian School can be distinguished:

1. Acquisition of Ukrainian pedagogical thought, which was concerned with the value and freedom of everyone.

2. Considering global and European trends in modern school education and creative adaptation of successful practices of humanistic education systems of foreign countries.

The concept of the New Ukrainian School analysed current issues that needed to be solved, proposed reform tasks, and also determined that "a graduate of a New Ukrainian School is a holistic, comprehensively developed personality, capable of critical thinking; a patriot with an active position, who acts in accordance with moral and ethical principles, is able to make responsible decisions, respects human dignity and rights; is an innovator, able to change the world around him or her, develop the economy according to the principles of sustainable development, compete in the labour market, and learn throughout life" [148].

The main approaches of the reform and the stages of its implementation are reflected in the Conceptual Principles of Reforming the Secondary School "New Ukrainian School", approved by the decision of the Board of the Ministry of National Education of Ukraine on October 27, 2016. Among them: updated education content based on the formation of competencies and skills necessary for

successful personal and professional realisation; partnership pedagogy, which is based on communication, interaction and cooperation of participants in the study process; taking into account the needs and abilities of a child, implementing the principle of child-centredness; active teaching methods (problem-oriented, project-based, research-based); education based on values, nurturing Ukrainian identity; increasing time for teacher professional development; child-friendly, innovative educational environment, its inclusiveness; a new school structure that is focused on in-depth professional or academic preparation for choosing a future professional and individual educational path [148].

According to the Law of Ukraine "On Education" (2017), "the purpose of education is the comprehensive development of a person as an individual and the highest value of society, his or her talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realisation, the upbringing of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of other people and society, the enrichment on this basis of the intellectual, economic, creative, cultural potential of the Ukrainian people, the improvement of the education of citizens in order to ensure the sustainable development of Ukraine and its European choice" [79].

The transition to a qualitatively new stage of school education necessitates the use of new teaching systems within the framework of a child-centred approach, comprehensively considering the individual characteristics of schoolchildren and meeting the needs of society in the education of a humanistically oriented personality. Among the variety of systems that claim to be implemented within the framework of a child-centred approach, the most adequate to the aims, according to M. Kushnirov, are:

- learning in interaction;
- project method;
- multi-level training;
- "Student's portfolio".

This choice is explained by two reasons:

1) with the traditional existing classroom learning, they easily fit into the study process without affecting the content of education, as defined by the State Education Standard;

2) humanistic in nature, they ensure the intellectual and moral development of students along with the successful assimilation of educational material [121, p. 348-356].

Systems of a child-centred approach involve:

- active inclusion of a student in educational and cognitive activities, organised based on internal motivation;

- organisation of joint activities, interaction between teachers and students, inclusion of children in pedagogically appropriate relationships in the process of educational activities;

- ensuring dialogue communication between students in the process of acquiring new knowledge.

A child-centred approach to education allows adapting the study process to the capabilities and needs of students. Their orientation towards the individual characteristics of the student can create more favourable conditions for the introduction of a system of developmental education, because many necessary conditions for its effective implementation will be provided. But solving the problems of personal self-development will undoubtedly require several additional psychological and pedagogical conditions and, naturally, the teacher's mastery of technological procedures and effective classroom management.

The views of scholars and practicing teachers on domestic school education, human development, their worldview and methodological principles regarding Ukrainian education became the sources of the conceptual provisions of the New Ukrainian School, including: consolidation of universal human values and a humanistic worldview; national school; teaching in the native language; fostering love for the Motherland; innovative approaches to learning, new methods and forms of cognition; competency-based approach; child-centredness; creation of a

favourable educational environment for learning, psychological comfort for the child; highlighting the role of the teacher-innovator etc.

Child-centred classroom management is a process of pedagogical actions aimed at creating a supportive, respectful, and interactive environment in which learners actively participate in decision-making, cooperation, and reflection. The teacher acts as a facilitator and organiser, guiding rather than controlling students' learning behaviour.

Unlike the traditional teacher-centred model focused on control and instruction, the child-centred approach emphasises cooperation, flexibility, and shared responsibility. Discipline is replaced with internal motivation, and classroom rules are co-created with students.

In English lessons, classroom management within the child-centred framework manifests through communicative tasks, pair and group work, role-plays, project-based activities, and digital tools. These forms naturally foster cooperation, dialogue, and learner autonomy, aligning with the communicative and socio-cultural goals of language learning.

These principles are consistent with the New Ukrainian School Concept (2016), which defines child-centredness, partnership pedagogy, and competency-based learning as key drivers of modern education reform. The approach transforms English lessons into spaces of cooperation and creative communication.

Thus, within the framework of the New Ukrainian School Concept, the child-centred approach acquires a concrete pedagogical meaning in the context of classroom management in English lessons. It shifts the focus from teacher-controlled regulation of classroom behaviour to the organisation of a learning environment that supports students' autonomy, psychological safety, and active participation in communicative interaction. In foreign language education, classroom management is not limited to maintaining discipline but functions as a mechanism for structuring meaningful interaction, cooperation, and dialogue in the target language. Consequently, effective classroom management in English lessons

under a child-centred approach is realised through flexible organisation of learning activities, purposeful grouping of students, supportive teacher-student interaction, and the creation of conditions that encourage communicative initiative and responsibility for learning outcomes. This understanding provides a theoretical foundation for further substantiation of child-centred classroom management aimed at organising learning activities in English lessons in grades 7-9.

1.2. Content, essence, and structure of students' communicative competence in Grades 7–9

The current stage of development in Ukraine can be called a transition from traditional, authoritarian knowledge teaching of a centrist type to a child-centred approach, which reflects the concept of humanistic pedagogy, laid down in the New Ukrainian School Concept. The main emphasis in the education system is on the intellectual and moral development of an individual, which implies the need to form critical thinking, the ability to work with information, including foreign language information.

The didactic approach is generally understood as a general strategy for teaching foreign languages. The child-centred approach is implemented in creating conditions for ensuring the actual educational activity of students, considering and developing the individual characteristics of students.

The turn to a child-centred approach in education is due not only to the new socio-economic conditions of life (high-tech information society), but also to the contradictions in the education system that have been developed and are manifested in recent years, namely:

1. The contradiction between the need for creative development of an individual and the existing study focused mainly on the assimilation and reproduction of ready-made knowledge.

An authoritarian system of education is characterised by a rigid management style with an orientation towards the assimilation of ready-made knowledge, with a

predominance of explanatory and illustrative teaching methods, ignoring the needs and interests of schoolchildren. Life has shown that in the modern conditions of the development of society, the creation of the most favourable conditions for the development of each child requires a reorientation of education from the assimilation of ready-made knowledge, skills and abilities in the development of the child, his or her creative abilities, independence of thinking and a sense of personal responsibility as a moral characteristic of an individual.

2. Between the teacher's need for adequate system for these purposes and the methods and forms of teaching operating in real practice, focused on teaching a certain average student. Regarding this the words of N. Vukina sound extremely relevant: "We have long been engaged in building pedagogical systems, without considering children, their aspirations and potentials, without considering their personality, self-love, desire for joy and success" [44, p.12].

Individual components of the learning process, external to the child, were improved. At the same time, it is worth noting that several scholars and teachers at different times turned to the ideas of humanistic pedagogy in different ways, sought to organise the study process in such a way as to maximally consider the possibilities of development of a child's interests, needs, aspirations [43].

The study process, focused on some average student, where the spirit of competition reigns, where everyone is for themselves, does little to promote the development of the spiritual aspirations of an individual, associated not only with creativity and freedom of thought, but also with the ability to show attention to others, help friends, respect the feelings and opinions of other people. This is a problem of communication not only between the teacher and students, but to a much greater extent between students, and in the process of active cognitive activity. This is a problem of joint activity of students, their ability and willingness to cooperate [41, p.24].

The solution to the above-mentioned contradictions is seen in the transition to the use of a child-centred approach, which is based on the principles of the humanistic direction in psychology and pedagogy.

One of the most important directions for solving problems is the development and implementation of new systems that reflect the features of a child-centred approach and at the same time adapted to the conditions and traditions of the Ukrainian school.

When developing a child-centred education system, it is necessary to proceed from the very concept of "personality of a student". Many domestic theorists of pedagogy were engaged in the analysis of the structure of personality. Thus, L. Tkachenko identifies three main aspects of the structure of personality: "functional mechanisms of a personality, experience of a personality, generalised typological properties of a personality" [218, p.32-35]. Accordingly, education must also be oriented, apparently, towards the specified aspects and properties of a personality, so that education can be considered child-centred (level of training and degree of general development, consideration of previously acquired experience, features of the mental development of a personality, features of character and temperament).

When speaking about the intellectual development of a child's personality, it is necessary to mention the works by psychologists (J. Piaget, B. Inhelder, I. Bekh, V. Ribalka and their followers), who, studying the development of intelligence in a child, posed the problems of the origins and criteria of intelligence, the role of the subject's action in the development of intelligence, development as self-development, analysis of the relationship between learning and mental development, etc. The criteria of intelligence developed by psychological science allow the teacher to track the dynamics of the intellectual development of a student's personality.

The humanistic ideas of foreign and domestic teachers described above contributed to the development of pedagogical concept of child-centredness. According to the defined concept, the main task of the school is to create conditions for the free development of individuality of a child. This will ensure the implementation of the educational objective of the domestic institutions of basic secondary education: comprehensive, harmonious development of a child's

personality. The study process is considered as assistance in self-development, as a process of self-actualisation. Therefore, among the general laws that the teacher-manager of the study process in institutions of basic secondary education should be guided by it is necessary to highlight those that ensure the value of the humanistic approach, attention to the development of the abilities and originality of a child's personality. These are the following laws:

1. Raising children on the principles of humanism in the structure of their personality occurs only through the activity of children themselves. The measure of their efforts should correspond to the measure of their capabilities. They are capable only of what they are capable of at a specific moment of their physiological and mental development. However, in the process of their activity, physical and spiritual transformations are carried out, which allow gradually increasing the measure and level of their efforts. The study process, thus, figuratively appears as a continuous upward movement, which constantly requires new and greater efforts. We should note that any educational task is solved through the initiation of a child's activity. This pattern puts forward the first axiomatic requirement: to organise the study process means to organise a child's life in accordance with the requirements of culture at each specific moment of life.

2. The content of a child's activity in the study process is determined by the child's needs, which change, and therefore are variable and are determined at a specific moment of development as actual needs. The teacher's task is to cultivate the form of need and direct the development of a personality in accordance with universal human values.

3. A personality's development occurs through the interaction of all participants in the study process. The specificity of such interaction is to maintain proportional relations between the child's efforts and the teacher's efforts in joint activities. For institutions of basic secondary education, this pattern implies an objective need to ensure culturally appropriate activity through the teacher's own efforts as the central subject of the study process.

4. The basis of a favourable atmosphere for the development of children's activity is their internal state, which determines their value relations with the objects of activity. Only in conditions of love and protection do children freely express their attitude and are not afraid of newly created relationships. From this pattern, the postulate is formulated: an external manifestation of respect, goodwill and love for the child is necessary, regardless of his or her behaviour and actions.

5. The autonomy and psychological emancipation of the child give the so-called "hidden character" to education. Aimed educational influences remain in the limited sphere of pedagogical professionalism. Children should not feel like objects of the teacher's professional tasks and responsibilities. The hidden position of the teacher is ensured by joint activities, the teacher's interest in the child's inner world, granting him or her personal freedom, a common awareness of life, a respectful attitude towards everyone, and a democratic style of communication [97].

A child-centred approach is one of the current issues of teaching foreign languages. The term "child-centred approach" itself is understood as a system of didactic means of organising and managing the process of teaching a foreign language, including changes in the form, purpose, content and process of the lesson. A child-centred approach is considered as a complex pedagogical phenomenon that determines the effectiveness of teaching a foreign language and includes an active role in the subject of educational activity. The main conditions for the implementation of a child-centred approach are classification, which is expressed in the assessment of the initial language readiness of students, in setting personally important aims for them, in developing independent work skills, in the ability to carry out systematic work, and approaches to mastering new knowledge and skills.

Recognition of the importance of mastering foreign languages is a consequence of the internationalisation of all spheres of our society, its entry into the world community. Modernisation of education involves creating conditions for the manifestation of cognitive activity of students, and their motivation to learn.

In order to obtain a positive result in the classroom, it is advisable for a teacher to fulfill the following requirements: create a positive emotional attitude to work; apply knowledge that allows the student to choose the type, kind and form of material (verbal, graphic, symbolic); discuss with students at the end of the lesson not only what "they have learned", but also what they liked / did not like and why; what they would like to do again, and what to do differently; when assigning homework, name not only the topic and volume of it (homework), its connections with classroom activities, but also explain in detail how to rationally organise their academic work when completing the assignment at home.

However, using, providing, applying, creating conditions for the study process, it is necessary to consider the different capabilities and abilities of students, their different plans, and, accordingly, different professional aspirations. Different levels of learning-training are allowed: general education and somewhat advanced – specialised, focused on the chosen profession and continuing education at a university or other education institutions. Thus, a personality-oriented approach creates prerequisites for greater learning efficiency.

Thus, when selecting foreign language didactic content, one should consider the interests and concerns of students. This is manifested, primarily, in the selection of authentic text material, in the choice of topics for discussion, in the involvement of relevant audiovisual material, web-resources and tools. The selection of material assumes some redundancy and the allocation of two levels: the level of presentation and the level of demand, which is slightly lower than the level of presentation.

A personality-oriented approach to teaching foreign languages influences the choice of teaching methods. Less space in the study process is occupied by speech acts that are not characterised by at least conditional communicativeness, for example, reading the same text by all students and retelling it to each other. Group work on different texts is increasingly used, allowing each student in the group to perform feasible functions. For example, in reading for full comprehension: one student reads the text in a low voice, another highlights

unfamiliar words, a third student looks up their meaning in a dictionary, the fourth student translates a sentence that is difficult to understand, etc. Such work prepares students for real communication – exchanging information with other groups who have read other texts, for making evaluative judgments about what they have heard and read from others. If it is organised correctly, it promotes the development of speech initiative, improving learning and communication skills. The project methodology has a great practical focus in studying a foreign language, which ensures the release of speech activity into other types of activity, is based on a child-centred paradigm of education, reinforces its variability, considering the capabilities and needs of students [90].

We consider that a child-centred approach to teaching a foreign language allows the provision and support of the processes of self-knowledge, self-development and self-realisation of an individual, the formation of his or her unique individuality.

A child-centred approach uses the following key concepts: individuality, personality, self-actualised personality, self-expression, subjectivity, self-concept, choice, pedagogical support; key principles. The key principles include:

1) the principle of self-actualisation (in foreign language classroom, efforts are aimed at awakening and supporting students' desire to demonstrate and develop their natural and socially acquired abilities);

2) the principle of individuality (considering not only the individual characteristics of the student, but also motivating them for their further development; considering psychological characteristics in individual work with each student to vary the study process);

3) the principle of choice;

4) the principle of creativity and success;

5) the principle of trust and support (strengthening the student's faith in them by their teacher, trust, and support for their aspirations for self-realisation and self-affirmation) [70, p.89-92].

For more effective implementation of the child-centred approach in teaching, it is necessary to adhere to the following didactic requirements:

- organise the educational material to provide the student with the opportunity to choose when completing assignments; ensure that the student is stimulated to self-valuable educational activity, provide opportunities for self-education, self-development while mastering knowledge; constantly coordinate the student's experience with the scientific content of the assigned knowledge;

- direct the material presented in the textbook to expand the already accumulated knowledge, structuring, integrating, generalising the subject content, as well as transforming the personal experience of each student; when introducing knowledge about the methods of performing educational activities, highlight general logical and specific methods of educational work taking into account their functions in personal development; ensure control and evaluation of not only the results, but mainly the learning process, i.e. those transformations that the student carries out while assimilating the educational material [226].

The above principles and requirements are implemented mostly directly in the lesson, but in the system of child-centred teaching of foreign languages, the function of the lesson and the form of classroom management change. The lesson reveals the student's experience in relation to the content presented by the teacher. Therefore, the aim of lessons should be to create conditions for the manifestation of students' cognitive activity. In addition, the teacher accumulates experience in preparing and conducting child-centred classes and analysing specific results. The use of self-analysis of the lesson contributes to a deeper understanding of the fundamental ideas of the principles of the child-centred approach, improving professional skills of a teacher.

The main provisions of the child-centred approach are the focus on the development of the students as an active subject of educational activity and comprehensive preparation for the continuous process of education, self-development and self-improvement throughout life. Therefore, the main principles of the child-centred approach can be considered the following:

1. Personality-oriented learning should ensure the development and self-development of students' personalities, based on the identification of their individual characteristics.

2. The study process is presented to each student, based on his or her abilities, inclinations, interests, the opportunity to realise themselves in educational activities, behaviour, etc.

3. The content of education, its means and methods are selected and organised so that the student can show ingenuity to the subject material, its type and form.

4. The assessment side considers not only the level of knowledge achieved, skills, abilities, but also the formation of a certain intellect (its properties, qualities, nature of manifestation).

Thus, child-centred approach to learning is a means of intellectual and moral development of an individual.

To summarise the above, it is necessary to indicate the features of the creation of a unique educational environment in a foreign language classroom, which includes:

- organisation and use of educational material of different types and form;

- use of technical means in all lessons;

- providing students with freedom of choice of methods for completing educational objectives to relieve emotional stress due to the fear of making mistakes in their actions;

- use of non-traditional forms of lessons and modes of interaction to facilitate children's creativity;

- creation of conditions for creativity in independent and collective activities;

- constant attention of a teacher to the analysis and evaluation of individual methods of educational work, encouraging students to create not only the result, but also the process of their work. It is important that students can tell how they organised their work, what methods they used, what they liked to do more, what outcomes they have achieved etc.;

- special preparation of a teacher for the systematic implementation of such work in the lesson, during the organisation of extracurricular activities;

- development and use of individual training programmes that model research (search) thinking;

- organising classes in small groups based on dialogue, simulation and role-playing games, and training in communication.

Thus, lessons turn into activities where students not only acquire certain knowledge, but also learn about themselves, learn to manage themselves, evaluate their real capabilities, predict and select the paths of their development. A teacher should observe certain personal manifestations, organising the study process taking them into account, which in essence should be not so much informational as developmental.

Under these conditions, the entire direction of the lesson changes. Students do not just listen to teachers and then repeat after them, but constantly collaborate with them in dialogue, express their thoughts, organise various games, competitions in lessons, build monologues and polylogues based on real-life algorithms.

To sum up all the above, we can conclude that the child-centred approach to teaching a foreign language is aimed at creating a learning process that puts the student at the centre of educational activities, considering his or her interests, needs, experience and individual characteristics. In this approach, the main task is to create a favourable environment for the development of each child as an individual through interaction with the language environment. Teaching a foreign language should be adapted to the students' level of preparation, their pace of learning, interests and strengths. This allows students to develop within their capabilities, which contributes to increasing motivation and self-confidence. The student not only observes the learning process, but also co-designs it and actively interacts with the language material. With the help of various activities, project activities, games and creative tasks, children can apply the language in practice in contexts that are meaningful to them.

Language should become a means of expressing student's own thoughts, emotions and creative ideas, which allows creating a warm, supportive atmosphere in the classroom. Considering the emotional state of children, their experiences and interests help to make learning more humane and focused on personal development. It is important that learning a foreign language is not limited to mastering grammar and vocabulary. The inclusion of cultural elements of the language social background – traditions, history, art – makes it possible to develop not only language skills, but also to expand students' worldview, contributing to their development. Creating conditions for students to express themselves through creative projects, presentations, public speeches or writing texts in a foreign language allows them to feel being an important part of the study process. Students' motivation to learn a language increases significantly when they see the practical value and application of their knowledge in real life.

Humanisation of the study process implies that learning is focused not only on the transfer of knowledge, but also on the formation of human qualities of students, such as the ability to empathise, develop critical thinking, creativity and self-knowledge. The child-centred approach contributes to these aims because it focuses on a child as a person, his or her interests, emotions and needs; supports the active role of a student in the educational process, which stimulates his or her initiative and independence; provides a humanistic environment where a student feels being an important part of the learning community.

This approach helps to form not only language competencies, but also socio-emotional and creative skills, which are important for the comprehensive development of a personality in the modern democratic society.

Within the framework of a child-centred approach, special importance is attached to the formation of communicative competence of students in grades 7–9, which is viewed as an integrated ability of an individual to effectively carry out foreign language communication in various life situations, taking into account language norms, social context, communicative intentions, and personal characteristics of interlocutors. Communicative competence involves not only

mastery of language means but also the ability to use them appropriately according to the communicative situation, demonstrating initiative, flexibility of thinking, and readiness for cooperation, which fully corresponds to the ideas of child-centred education.

The structure of communicative competence of basic secondary school students includes several interrelated components: linguistic, speech, sociocultural, sociolinguistic, discourse, and strategic competences. Linguistic competence encompasses knowledge of lexical, grammatical, phonetic, and orthographic norms of a foreign language. Speech competence implies the development of listening, speaking, reading, and writing skills as the main types of speech activity. Sociocultural and sociolinguistic competences ensure students' ability to use language means appropriately with regard to cultural norms, traditions, and rules of speech behaviour of native speakers.

The formation of communicative competence of students in grades 7–9 should be carried out with due consideration of their age-related and psychological characteristics, in particular the growing need for self-expression, communication with peers, the desire for independence, and social recognition. Adolescence is characterised by the active development of reflection, critical thinking, and social sensitivity, which creates favourable conditions for involving students in dialogic and polylogic speech, role-playing activities, project work, and group interaction in a foreign language.

A child-centred approach creates optimal conditions for the formation of communicative competence, as it presupposes students' active participation in the learning process, opportunities to choose topics, forms, and modes of speech activity, and orientation towards personally meaningful communicative situations. Under such conditions, a foreign language becomes not only an object of study but also a means of self-expression, world cognition, and interpersonal interaction, which contributes to increased motivation and the development of students' communicative autonomy.

Thus, the formation of communicative competence of students in grades 7–9 in the process of foreign language learning based on a child-centred approach is a holistic and multidimensional process aimed at developing learners' linguistic, speech, and social-communicative skills while taking into account their individual needs and abilities. Such an approach ensures not only effective mastery of a foreign language but also contributes to the development of an active, responsible, and communicatively competent personality.

1.3. Theoretical justification of child-centred classroom management in English lessons

Before analysing the pedagogical system of classroom management in English lessons, it is necessary to consider the specificity of the subject "Foreign Language", as it largely determines the organisation of learning and interaction at the basic level.

Basic secondary education represents an intermediate stage in the development of students' foreign language communicative competence. At this stage, the further formation and improvement of communicative skills take place, as communicative competence is regarded as the central objective of foreign language education. It enables learners to communicate and interact in a foreign language at an intermediate level.

Within the framework of a child-centred approach, classroom management in English lessons is understood not merely as maintaining discipline, but as a system aimed at organising effective interaction, cooperation and communication among all participants of the educational process. *Classroom management is defined as a scientifically grounded, purpose-oriented system of methods, techniques, forms and means used by a teacher to regulate students' learning activity, ensure psychological comfort, support motivation and create conditions for the development of foreign language communicative competence.*

Educational aims are achieved through a system of personal relationships to the culture being studied, and involve nurturing in children an interest in learning foreign languages, a positive attitude towards the culture of the people speaking a target language, an understanding of the importance of learning a foreign language, etc.

The development of students is carried out in the process of acquiring experience in creative, search activities and involves the development of their mental processes (thinking, attention, imagination, memory), as well as linguistic, intellectual and cognitive abilities.

Learning a foreign language involves understanding the peculiarities of one's own thinking; comparison of the studied language with the native one; inclusion of schoolchildren in the "dialogue of cultures", etc. [10, p. 37–38].

In accordance with the State Standard of Basic Secondary Education, the Typical Educational Programme, and the model foreign language curricula recommended by the Ministry of Education and Science of Ukraine, foreign language education at the basic secondary level is aimed at the formation of communicative competence, as well as the development of students' creativity through active cognitive engagement.

The specificity of a foreign language as an academic discipline is determined by the fact that, while it is characterised by features inherent in a language in general, it is at the same time determined by several features that are distinctive from a native language and manifest themselves in mastering it.

Effective classroom management in English lessons directly influences the formation of students' communicative competence, as it determines the organisation of interaction, distribution of roles, learning tempo and communicative density in the classroom. In conditions of limited exposure to a foreign language, purposeful management of classroom interaction allows increasing students' speaking time, ensuring equal participation, and creating meaningful communicative situations. Thus, classroom management becomes a

key pedagogical mechanism for implementing communicative and child-centred principles in foreign language teaching.

Primarily, mastering a foreign language differs from mastering a native language in the direction of the acquisition path. For a native speaker, this is a "bottom-up" path, and for a foreign language speaker, it is a "top-down" path. Children master their native language unconsciously, unintentionally, and a foreign language – starting with awareness and intentionality [28, p.206]. Considering the peculiarities of the multidirectional path of language acquisition is important for the manager of the process of teaching a foreign language (a teacher) in terms of students' awareness of linguistic means, ways of forming and formulating thoughts in a foreign language and overcoming the linguistic difficulties that arise in connection with this. Linguistic difficulties include phonetic difficulties that arise when learning pronunciation, because the formation of phonetic skills involves the restructuring of habitual articulation. Moreover, children continuing to learn a foreign language have already established pronunciation skills in their native language. In other words, interference occurs. Grammatical difficulties are caused by discrepancies at the morphological and syntactic levels, because the Ukrainian language is characterised by a developed system of inflections and the absence of complex analytical forms of the verb, free word order in a sentence [20].

Lexical difficulties are caused by interlingual interference, which is evident at the level of meaning and use of lexical units. Outside the linguistic environment, learning a foreign language occurs through the imposition of one's own experience in the native language.

Secondly, we should name the "density" of communication [12, p.28]. The students communicate with the people around them in their native language, but in a foreign language, the spheres of communication are narrowed in traditional classes; s/he speaks only with the foreign language teacher. Therefore, the time of communication in a foreign language is much less than in the native language. The study of a foreign language is limited in most cases by the insufficient number of hours allocated to its study and by the scope of the lesson itself. The lack of

language environment and the possibility of communicating in a foreign language led to the need to create certain conditions for increasing the real time of oral language practice for each student in the lesson. Taking this circumstance into account, it is organisationally necessary for a student to ensure one of the essential conditions for mastering a foreign language – the density of communication in it while maximising the amount of time for active mastery of a foreign language use in the lesson [148, p.42]. Due to its specific nature, training in using interactive technology provides each student in the group with the opportunity for independent language practice.

Thirdly, we should mention the inclusion of a language in the subject-communicative activity of a person [59, p.58]. Mastering a foreign language is a one-sided involvement only in communicative, and not in subject-communicative activities. As the studies by L. Husak have shown, "words of a foreign language live in the linguistic consciousness of a child, as if only in their abstract-logical conceptual side, outside the sensitive component" [60, p.21]. This may be one of the reasons for the fragility of storing a foreign language word in memory and the difficulties of its actualisation.

The fourth feature is that, within the framework of a child-centred approach, the process of teaching foreign languages to a student is considered as an educational activity to master types of foreign language speech activity (speaking, reading, listening, writing) by means of the foreign language being studied, i.e. we teach the activity through the activity itself. "The student acts within the framework of this approach as an acting, purposeful subject" [5, p.16].

The fifth feature distinguishes mastery of native and foreign languages and is determined by the totality of functions realised by the language. The native language, acting in the unity of the functions of communication and generalisation, is the main means of "appropriating" social experience by the children, and a means of expression and formation of their own thoughts. A foreign language can no longer serve to the same extent as the native language as a means of "appropriation" of social experience, a tool in the knowledge of reality. Mastering

a foreign language is most often determined by education and cognitive needs [10, p.38]. By teaching students a foreign language activity in the process of communication, we thereby contribute to the formation of the students' personalities and their social role, because in various situations of communication in a foreign language we model human relationships.

It is important to consider that for children, the language that they master even in isolation from the natural linguistic environment is not a system of signs, speech patterns, rules, but a tool that allows them to realise their intentions, satisfying intellectual and emotional needs, and achieving practical results.

Having thus characterised the features of the academic subject "Foreign language", we believe that the most effective teaching and acquisition of a foreign language lies in such an organisation of teaching and learning in institutions of basic secondary education which develops foreign language communication as a form of interaction, because interaction leads to a more efficient and high-quality learning process and the development of social skills. This type of educational and cognitive activity is dominated by the active participation of students.

Classroom management in English lessons based on a child-centred approach includes several interrelated components: goal-oriented (defining communicative and developmental objectives), motivational (stimulating students' interest and engagement), organisational (structuring classroom interaction, group and pair work), procedural (selection of methods, techniques and activities), and evaluative-reflective (monitoring progress, feedback and self-assessment). The integrity of these components ensures the effectiveness of classroom management and supports students' active participation in the learning process.

New forms of child-centred assessment within this study refer to a transition from traditional teacher-led grading to a participatory evaluation system. This includes peer-assessment (students evaluating each other's performances based on clear linguistic rubrics) and self-reflective journals, which encourage students to monitor their own learning trajectory and set individual goals. This approach significantly reduces the psychological barrier and increases student autonomy

Psychological characteristics of schoolchildren are manifested differently in their individual and personal development. This depends on the fact that students, depending on their natural inclinations and living conditions (the connection between biological and social), differ from each other in many ways. Therefore, the development of each of them comprises significant individual differences and characteristics that are important to consider in the study process [65]. To successfully achieve the assigned objectives, it is necessary to know the psychological characteristics of students, in our case, these are students of basic secondary school age.

Research by domestic and foreign psychologists proves that the mental development of individuals is characterised by the level of development of their individual mental functions (perception, attention, imagination, thinking, speech), interfunctional connections and their changes. Each period of mental development is characterised by a certain structure of mental processes, in the centre of which is the most intensively developing function during this period, which influences all mental development [71, p.19-22]. It is difficult, but very important to study the internal motivating factors of behaviour and development of schoolchildren – their needs, motives and attitudes, their internal position in relation to learning, events and changes that occur in society, work, as well as to teachers and to a group of classmates. Also of great importance is the knowledge of teachers of such valuable issues related to the education of students, including the degree of susceptibility to pedagogical influences, as well as the dynamics of the development of various individual qualities of each student [12, p.16].

Psychological functions are not constant; they change with the age of a child. According to S. Maksymenko, as for the teenage period, it is usually considered a transitional period, since at this age the transition from childhood to adolescence occurs. In students of this age, the features of childhood and features that are very characteristic of adolescence but are still in the process of formation and development, seem to be intertwined. That is why adolescence is characterised as half-child and half-adult. As half-adults, they feel a rapid growth of physical

strength and spiritual needs; as half-children, they are still limited by their capabilities and experience to satisfy all emerging demands and needs. This can explain the complexity and contradictory nature, behaviour and development of adolescents, which gives reason to consider this period to be to some extent difficult for upbringing and education.

The transition from childhood and the approach of teenagers to adulthood are clearly manifested in those peculiar features of physical and spiritual development that distinguish them from younger schoolchildren. First, the physical development of basic secondary school children is different. In childhood, this process is calm and constant. In contrast to this, the physical development of adolescents is characterised by great intensity, unevenness and significant complications associated with the onset of puberty.

In one of his lectures S. Maksymenko writes: "Brain development, further structural development of nerve cells and association fibers create prerequisites for improving the cognitive activity of adolescents. The entry of hormones into the blood, which are produced by the endocrine organs, causing either an increase or decrease in vitality, an upswing or a decline in performance and energy, and accompanied by alteration of either a good mood, or withdrawal into internal experiences, or cheerfulness, or passivity. During periods of low mood and low energy, adolescents may exhibit irritability, an indifferent attitude to learning, conflicts with friends, as well as there are many misunderstandings in relationships with students and adults." [82, p.45].

The adolescent period is characterised by significant shifts in thinking and cognitive activity. Unlike students in grades 1-4, they are no longer satisfied with the external perception of the objects and phenomena being studied but strive to understand their essence and cause-and-effect relationships. Striving to understand the underlying causes of the phenomena being studied, they ask many questions when studying new material, requiring teachers to provide reasoned answers, put forward provisions, and a strong evidence base. On this basis, they develop abstract (conceptual) thinking and logical memory [82]. The nature of such a

feature of thinking and memory in teenagers manifests itself only with the appropriate organisation of cognitive activity. Therefore, it is very important to pay attention to giving the learning process a problematic character, to teach teenagers to find and formulate problems themselves, to develop in them analytical and synthetic skills, the ability to make theoretical generalisations. Another important task is to develop skills for independent study, the ability to work with a textbook, and to demonstrate independence and a creative approach when doing homework.

Attention in the organisation of educational activities of adolescent children is given to internal stimulation of their cognitive activity, i.e. the formation of their cognitive needs, interests and learning motives. It should be borne in mind that incentives do not arise by themselves. They develop in conditions when teachers pay attention to this aspect of the work [144].

The personal characteristics of teenagers, related to their position in a group of peers, their attitude towards teachers and adults, and towards themselves, seem to be quite prominent. Teenagers, as a rule, are distinguished by collectivism, they are attracted by common interests and joint activities, although during periods of low mood and withdrawal into internal experiences, they also show some desire for isolation.

According to research by domestic psychologists, an essential age-related feature of teenagers is the tendency to assert their perfection and prestige among their classmates. The main ways to achieve this are good studies, social initiative, demonstration of abilities in certain types of activities, external influence, etc. When a teenager does not achieve a worthy place in a group, s/he has a hard time experiencing his or her place. Teachers should carefully monitor the relationships of students with their friends and help them strengthen their authority in the group [198, p. 6–8].

Within the child-centred paradigm, the teacher acts as a manager of educational interaction rather than a controller of students' behaviour. The teacher's role is to guide, coordinate and support students' learning activities, create a psychologically safe environment, encourage cooperation and autonomy,

and flexibly respond to individual and group needs. Such managerial activity requires pedagogical tact, emotional intelligence and the ability to balance guidance and independence, which is especially important when working with adolescents.

Although students of grades 7–9 are often referred to as belonging to basic secondary school age, this group is not developmentally homogeneous. The effectiveness of child-centred classroom management depends on the teacher's ability to adapt managerial roles to students' evolving psychological and social needs.

In grade 7, students typically require a higher degree of external structure, clear role distribution, explicit rules of interaction, and visible forms of encouragement. At this stage, the teacher-manager acts primarily as a structured facilitator, guiding group processes, regulating participation, and supporting motivation through external feedback and rewards.

By grades 8–9, learners increasingly orient themselves toward peer status, autonomy, and authentic responsibility. Excessive teacher control at this stage may be perceived as limiting or infantilising. Therefore, the teacher's role gradually transforms into that of a consultant-on-demand, who intervenes selectively, supports reflection, and allows students to self-organise group interaction within agreed frameworks.

Such a gradual shift in management strategies ensures that cooperative models such as Jigsaw, Leader, and Spinner remain developmentally appropriate and psychologically meaningful across the entire 7th–9th grade corridor, preserving the child-centred nature of classroom management while respecting adolescents' growing need for autonomy.

As for teaching a foreign language, the basis is the formation of foreign language communicative competence, i.e. readiness to perform foreign language interpersonal and intercultural communications with native speakers, real practical comprehension of a foreign language, which should support the development of schoolchildren personalities, the formation of a scientific picture of the world,

critical thinking, as well as social adaptation of school graduates, their competitiveness in the labour market. Thus, the development of communicative competence is the main practical aspiration of teaching a foreign language in secondary school [197].

The study of English at the middle level of learning looks like this:

- development of foreign language communicative competence in the aggregate of its components – speech, language, socio-cultural, compensatory, educational and cognitive;

- improvement and development of students' understanding of the importance of studying a foreign language in the modern world and the need to use it as a means of communication, knowledge, self-realisation and social adaptation; development of the qualities of a citizen, a patriot; improvement of national self-awareness, the desire for mutual understanding between people of different communities, a tolerant relationship with the manifestations of another culture [178, p. 20–27].

According to modern research, foreign language lessons at the middle level of education have a certain specificity and features resulting from the age characteristics of students and the tasks that face this period. The middle stage, being intermediate, on the one hand, retains the features of the primary one (especially in the fifth grade), and on the other hand, it represents a new stage in the development of students' skills and abilities in a foreign language. Now we consider the age-related individual characteristics of students in institutions of basic secondary education.

V. Kozakov highlights the origin of students' persistent interest in a particular subject as the first characteristic of students at the middle level of education: "Interest in a particular subject does not appear suddenly, in connection with the situation at a specific lesson, but arises gradually, as the state of knowledge increases, and is based on the internal logic of this information. At the same time, the more students learn about the subject of interest to them, the more this subject attracts them" [99]. The author then cites the negative consequences of

the general trend of decreasing motivation for learning at the middle stage: "An increase in interest in one subject occurs in many adolescents against the background of a general decrease in motivation for learning and an amorphous cognitive need, because of which they begin to destroy discipline, skip classes, and do not do homework. These students change their motives for attending school: not because they want to, but because they must. This leads to formalism in the acquisition of knowledge – lessons are attended and learnt not to know, but to get marks" [99].

In this regard, it can be noted that at the middle level of education, students experience a decline in motivation to study a foreign language, which can cause certain difficulties in terms of organising the study process. According to domestic scientists, this is explained by the fact that teenagers, like primary school students, have too little developed perception of the need to study for their future profession. The author identifies two trends that characterise learning motivation at the middle level of education: "On the one hand, adolescents dream of skipping school, want to walk, play, say that they are tired of school, that studying for them is a difficult and unpleasant necessity, which they would not mind getting rid of. On the other hand, the same students who are faced with the possibility of not going to school and not studying during the experimental conversation resist such a prospect" [99].

V.Kozakov believes that this objection is connected with the need of students, which is unconscious, to remain at the level of the demands made on them by society: "...at this stage, two motivational formations are fighting: the motivational attitude, which is connected with the prospect of receiving an education, and the motive, which reflects the state of the students, their fatigue from the monotony and the constant need to do homework" [99].

We support this point of view and consider that the main motive of the behaviour and activity of students in the classroom in institutions of basic secondary education is the desire to find their place among their classmates, therefore sometimes bad behaviour at this age means the desire to oppose oneself to the class, the desire to prove one's incorrigibility. The main characteristic of

teenagers is the desire to avoid criticism from their peers and the fear of being rejected by them.

A modern teenager, according to the unanimous opinion of all psychologists and teachers, is an individual. Thus, M. Leschenko identifies four important traits of students that characterise them as full-fledged individuals: "First, the feeling of being "adult", the desire for equality in relationships with adults. Second, the influence of their relationships with adults and peers on his success, the increased importance of classmates' opinions compared to the teacher's opinion. Third, the desire to assert oneself in a group by any means, sometimes not very worthy. Fourth, an increase in self-awareness: the child begins to think about the question: "Who am I?" These features have a decisive influence on the context of their activities, their own experience, their development and desires, emotions, worldview, their position in the group" [124].

Thus, summing up the above, we can say that the characteristics of teenage students are a new stage of development in terms of learning a foreign language, they must have skills, but not everyone has these skills fully developed, so difficulties arise, hence it follows that foreign language teachers must take into account the age and individual characteristics of the class when preparing for a lesson and managing the classroom.

The choice and implementation of teaching methods in English lessons are closely connected with classroom management. Interactive, problem-based, game-based and group learning methods require special organisational efforts from the teacher to manage time, roles, communication and transitions between activities. In this context, classroom management ensures the coherence of lesson stages, maintains students' engagement and supports the effective use of child-centred teaching methods.

All the above confirms the possibility of learning in interaction at the middle stage, which implies group learning and an individual approach, because children of this age are subsequently able to master truly scientific concepts and operate with them. Learning in interaction helps to reveal the potential of mental

development, increasing the share of independent intellectual activity of younger students within the child-centred approach to education.

Modern Ukrainian scholars have also established a relationship between mental development at school age and the mastery of scientific, rather than empirical, concepts, which necessitates a specific form and content of instruction. They argue that educational practice should be oriented not toward already formed characteristics of mental development, but toward those that are in the process of formation. Accordingly, instead of adapting instructional content to the child's existing modes of thinking, teaching should introduce content that requires and stimulates the development of new, higher forms of thought [202, p. 187].

We think that their attempt to give a general picture of the development of children's thinking is of great importance for a teacher, because knowledge of the child's age characteristics helps a teacher with the best management of the learning process. Having analysed the works of domestic and foreign scholars on this theme, we concluded that group forms of learning and interaction are especially important for teenagers for several reasons.

1. Adolescence is a period of active identity formation. Interaction with peers helps teenagers to understand their values, views and preferences. Through group activities, they learn to communicate, compare themselves with others, and develop a sense of belonging to a group, which is critical for the development of their self-perception.

2. In a group, teenagers develop communication and social skills, such as the ability to listen, express their opinions, negotiate, find compromises and resolve conflicts. These skills are useful not only at school, but also in everyday life, and will also prepare them for future professional and social activities.

3. In group forms of learning, teenagers can support each other, help with their studies and solve personal problems. This strengthens the feeling of security and trust, which is especially important during the teenage crisis, when emotional instability can be high. Peer support helps to overcome difficulties and build self-confidence.

4. Working in a group stimulates discussions, and exchange of ideas and opinions. Teenagers encounter different points of view, which teach them to analyse information, argue their positions and accept criticism constructively. This develops their critical thinking and the ability to make informed decisions.

5. Group forms of work often motivate teenagers to participate more in the learning process, as they feel their importance in the team. Joint work and the competitive element stimulate them to develop skills, achieve aims and take responsibility for their actions.

6. Working in a group is inevitably associated with conflicts, which gives teenagers experience of resolving them. They learn to find a common language, develop empathy and understanding of the feelings of others, which makes them more tolerant and flexible in relationships with others.

7. Group forms of interaction help teenagers to realise and develop their leadership qualities or, conversely, learn to work in subordination. In a group, they can show themselves in different roles: leader, organiser, performer, etc., which contributes to their personal growth and understanding of their own strengths.

8. Adult life often requires working in a team, whether it is studying at a university or professional activity. Group work teaches teenagers to interact in teams, which prepares them for the challenges of future social and professional life.

Thus, group forms of studying help teenagers not only master educational materials, but also develop important skills necessary for socio-emotional adaptation, as well as for successful integration into society. Group work in foreign language lessons is an effective tool for applying a child-centred approach to each student, especially in adolescence.

This is due to the peculiarities of the psychology of teenagers and the very nature of group work. In a group, teenagers feel more relaxed and confident, which helps to reveal their individual qualities. Working in small groups reduces the fear of making a mistake in front of the whole class, since responsibility is shared between the participants. Group work is often perceived as less formal, which is especially important for teenagers who tend to resist authoritarian methods.

Collaborative projects (such as creating a poster, role-playing, or staging a dialogue) stimulate interest in the subject through the practical application of language.

Thus, the group form of work in combination with a child-centred approach creates conditions for effective learning and development of teenagers. It not only improves foreign language proficiency, but also promotes socialisation, self-realisation and personal growth of students.

One of the priority areas in modern pedagogy is the humanistic orientation of teaching, as mentioned above. Today the focus is on students, their personalities, their inner worlds. Therefore, the main aim of a teacher is to choose the modes and methods of organising educational activities that optimally correspond to the aim of personal development, child-centredness.

Therefore, it is necessary to use pedagogical techniques that help create a situation of success and psychological well-being for all categories of students, including inclusive education, that focus students on developing their intellectual skills, and not just on memorising educational information. Students gradually become more interested in studying the subject, develop skills to use knowledge in practice, and activate various types of communication.

The main aim of teaching English is the formation and development of the student's communicative culture, teaching practical mastery of a foreign language. All modes and methods should be aimed at the formation and development of an individual that meets the needs of society and contributes to ensuring a decent level and constant improvement of the quality of education.

Teaching methods are the most important structural components of a holistic pedagogical process, which includes the aims and objectives of teaching, content, forms of organisation and management of learning and its results. The main characteristic of the learning process is its aim, on which the choice of learning content (educational material) depends. Teaching methods must correspond to this content.

The teaching method performs important functions in the learning process: with its help, the content of the subjects being studied is transferred to students, the management of students' cognitive activity, the intellectual development of students and the formation of the necessary personal qualities. The method also performs stimulating, communicative, diagnostic and corrective functions necessary for the normal functioning of the educational process [3, p.82].

We have analysed such modes and methods used in English lessons in institutions of basic secondary education:

1.Verbal methods of teaching English to students.

All classifications contain methods of oral presentation of knowledge. These include storytelling, explanation, clarification, conversation, instruction. Verbal methods are used at all stages of learning: during preparation for mastering new material, in the process of its explanation, assimilation, generalisation and application.

Storytelling is a figurative, colourful, vivid monologue presentation of educational material by a teacher. This method is most often used in the middle stage. The teacher turns to the story when students need to be told vivid, new facts, events, or something that they cannot observe directly. The story is a powerful source of influence on the mental activity, imagination, emotions of teen-age students, and broadening their horizons. If the story has more signs of a passive method, then explanation is an active method of consistent, logical, clear presentation of complex issues accessible to students. The explanation is necessarily accompanied by the participation of students, their own observations, demonstration of experiments and examples of actions, and is combined with illustrations.

The explanation is supplemented by instructions regarding the implementation of actions, tasks: how to learn a poem, do an activity, organise a workplace, etc. Instructions for students should be clear, unambiguous, concise, and contain no more than 5-7 tasks or steps.

Storytelling, explanation and lecture are among the monologue, or information-communicating teaching methods. Conversation is a dialogical method of presenting educational material, which speaks of the essential specificity of this method. The essence of the conversation is that a teacher, through skillfully posed questions, encourages students to reason, activate their thinking, analyse the facts and phenomena being studied in a certain logical sequence, and independently approach the appropriate theoretical conclusions and generalisations. A conversation is a dialogue: the teacher's questions and the students' answers in the traditional model, but students' questions and teacher's answers and students' both questions and answers can be much more facilitating mode. It engages the student's thought to follow the teacher's thought or generate their own out-of-the-box thinking, because of which the students advance step by step in mastering new knowledge.

Conversations are distinguished by purpose: 1) introductory or organising; 2) communication of new knowledge; 3) synthesising or fixing; 4) control and correction. According to the level of cognitive independence of students, reproductive and heuristic conversations are distinguished [12, p.23].

An introductory (preparatory) conversation is usually held before the start of academic work. Its aim is to find out whether the students correctly understood the meaning of the work ahead, whether they have a good idea of what and how to do.

A conversation message (explanatory) can be question-and-answer, not allowing objections, with memorisation of answers; Socratic (soft, respectful on the part of the student, but allowing doubts and objections); heuristic (putting the students in front of problems and requiring their own answers to the questions posed by the teacher). In institutions of basic secondary education all types of conversations can be used.

Synthesising (summary or consolidating) conversations serve to generalise and systematise the knowledge that students already have, and a control-corrective (testing) conversation is used for diagnostic purposes and, when it is necessary to develop, clarify, and supplement the students' existing knowledge with new facts

or provisions [12]. To successfully conduct a conversation, teachers need serious preparation for it. They should clearly define the topic of the conversation, its purpose, draw up an outline, select visual aids, formulate the main and auxiliary questions that may arise during the conversation, and think over the methodology for organising and conducting it.

2. Explanatory and visual (reproductive) method. The reproductive method of teaching is a method in which the application of what has been previously learned is carried out based on a pattern or rule. When using this method, students' activities have the character of an algorithm. This method exists for the assimilation of skills and abilities; through a system of instructions, the activity of students is created by repeating the information communicated to them and the depicted methods of activity. Depending on the complexity of the tasks, on the students' abilities, it depends on the duration, how many times and at what intervals they must repeat the work. In a word, reproduction and repetition of a method of activity according to a model are the most important features of the reproductive method. The reproductive method of teaching is used mainly for the successful formation of skills and abilities of students, promotes the accurate reproduction of acquired knowledge, their use according to the established model or in altered, but sufficiently identifiable situations. Even the name of this method outlines only the activity of the student, but from the full description of the method it allows the organisational activity of the teacher that encourages action [20, p.44].

To increase the effectiveness of the reproductive method, teachers and methodologists are developing a special structure of reproductive teaching methods, which includes exercises and assignments (called "didactic materials"). However, it is necessary to remember the long-known truth that the number of repetitions is not always directly proportional to the quality of the acquired knowledge. Given the general importance of reproduction, the use of a large volume of assignments, tasks, and activities of the same type reduces students' interest in the material being learned. Therefore, it is necessary to strictly measure methods for using the

reproductive method of teaching, while keeping track of the individual capabilities of students.

3. The explanatory-illustrative (information-receptive) method is that a teacher transmits ready-made information to students using various teaching tools, and students perceive, realise, comprehend and consolidate this information in memory. The role of a teacher is to organise the perception of information or methods of activity (for example, performing exercises). If students perceived and understood the information or grammatical material communicated to them and managed to connect them with their own knowledge and ideas, then we can talk about a certain degree of assimilation.

A teacher communicates information using the spoken word (storytelling, lecture, explanation), the printed word (textbook, reference book, etc.), visual teaching aids (presentations, videos, tables, etc.). Students at this moment listen, watch, manipulate information, read, follow, compare new information with previously learned information and remember. This method is one of the most economical ways to transfer knowledge. Its effectiveness has been verified by the centuries-old practice of education institutions. This method has gained a strong place at all levels of education. It is very important, however, to understand that the use of the explanatory and illustrative method involves only awareness, perception and memorisation of the transmitted information. It is obvious that it is impossible to limit oneself to this level of knowledge; this contradicts the modern aims of training, education and development of students. At the same time, this level of knowledge formation at the first level is the initial stage of any learning process [26, p. 46 – 83].

A teacher often uses this teaching method at the beginning of studying a new topic, when students do not have the knowledge necessary to master this material. The task of the teacher is to determine in each individual case where it is better to begin the formation of knowledge – with verbal presentation, reading the text of a textbook or educational material, or with the organisation of visual perception (presentation, table, drawing, etc.). The solution to these questions depends on the

nature of the material being studied and the level of preparedness of the group, i.e. knowledge that students have already accumulated by the time they study new material.

Strong points of the explanatory-illustrative method: organisational clarity of the pedagogical process, systematic nature of teaching, ideological and emotional impact of a teacher's personality on students, versatility and abundance of information, rich use of visuals and technical teaching aids.

4. Problematic method. In the process of work, a trend began to be seen in improving the quality of students' knowledge of the English language, in which students gain knowledge not by memorising a ready-made form, but because of mental work to solve problems and problematic tasks based on the content of the material being studied.

The use of problem-based learning methods based on integral technology ensures high learning effectiveness, the involvement of each student in the process of creative thinking and joint creative activity, contributes to the formation of linguistic and communicative competence of students, where the most common types of work are: pair work, work in small groups, discussions, exchange of impressions, use of role-playing games [40].

Students need to be taught to think, find a problem and ways to solve it, creatively apply material, adapt it to different situations, and use previously acquired knowledge in new conditions. To do this, it is necessary to use elements of problem-based learning in lessons, both at the stage of introducing new material and when practicing it and monitoring knowledge, skills and abilities.

Nowadays, the method of dramatising dialogues, both those proposed by the authors of the textbook and those compiled by the students themselves, is very popular in the methodology, as this allows enlivening the lesson, as well as showing hidden talents, such as acting. This method allows making a creative situation in the classroom, develops students' creative thinking and increases motivation. To solve the task, students must think through the structure of the dialogue, portraits of characters, props, and get used to the role.

The method of problem-based learning differs from the traditional one in that it puts students in a position where they can think actively and intensively, mobilising their intellectual and creative potential to solve a problem and form a theoretical conclusion. The theoretical conclusion obtained in an independent search is assimilated by students as the fruit of their own work. And teachers help their students in their search both by skillfully formulating and posing problems, and by showing the logic of their solution, but not in the form of suggesting conclusions and answers.

Thus, problem-based learning in English lessons complements the traditional illustrative and explanatory teaching of students. At the same time, it helps to destroy old stereotypes of passive learning, challenges students to think, to look for answers to complex life issues together with a teacher, and creates an atmosphere of relaxed communication, where the role of a teacher changes. It eliminates mindless memorisation and retelling of "book" knowledge, introduces active thinking and creative independence into the process of learning [20, p.88].

Ultimately, problem-based learning stimulates the personal activity of students, and this ensures an active attitude towards knowledge, systematicity and perseverance of students, and, of course, a positive result in education.

5. Game method belongs to socio-emotional education. The use of games gives good results, increases students' interest in the lesson, motivation and allows them to concentrate their attention on the main thing - mastering speech skills in the process of a real-life situation, communication during the game.

Currently, the use of games is widely covered in various methodological papers. Games contribute to the implementation of the following methodological tasks:

- creating children's psychological readiness for verbal communication;

- ensuring the natural need for them to repeat linguistic material multiple times;

- training students in choosing the right speech option.

The place of games in the lesson (as well as any active method) and the time allocated depend on several factors: the preparation of students, the material being studied, the aims and conditions of the lesson, etc. For example, if the game functions as a means of initial consolidation of the learning material, then it can take 20-25 minutes of the lesson. In the future, the same game can be played by repeating the material already covered. The same game can be used at different stages of the lesson [20].

It should be remembered that despite all the attractiveness and effectiveness of games, it is necessary to maintain a sense of proportion, otherwise they will tire students and lose the freshness of their emotional impact.

The following categories of games in English lessons are distinguished: vocabulary games; grammar games; phonetic games; spelling games; creative games.

However, it should be noted that in most cases the game combines several categories – lexical-grammatical, lexical-spelling, grammatical-creative and many other games. Games in foreign language lessons can and should also be used to relieve stress, monotony, when practicing language material, and when activating speech activity.

Students of institutions of basic secondary education are very active and inquisitive. They need new experiences and motivations. The main aim of every teacher is to achieve success in teaching each student. Subject teachers will achieve their aim only if they can arouse the interest of their students [4, p. 65-69].

There are various forms of organising English language instruction. One of the leading learning activities for students in institutions of basic secondary education is role-playing. Its educational potential lies in the fact that it represents one of the most authentic models of communication, as it involves the simulation of real-life situations, possesses strong motivational and stimulating potential, and promotes a high degree of learners' personal involvement in the learning process. In methodological literature, role-playing is defined as spontaneous behaviour of students, their reaction to the behaviour of other people participating in a

hypothetical situation. Role-playing is a kind of education technique in which a student must speak freely within the given circumstances, acting as one of the participants in foreign-language communication. In games, students master such elements of communication as the ability to start a conversation, maintain it, politely interrupt the interlocutor, agree with his or her opinion at the right moment or refute it. Games have a positive effect on the formation of students' cognitive interests and contribute to the conscious acquisition of a foreign language. In the context of teaching oral foreign language speech, role-playing is, first, a speech activity, playful and educational at the same time. From the point of view of students, role-playing is an activity in which they act in certain roles.

Based on this, the English language serves as a means of communication, a means of receiving and transmitting information about the surrounding reality [12, p. 52]. When teaching students the English language in institutions of basic secondary education, according to the requirements of the school curriculum, students do not provide significant acquisition of knowledge about the surrounding reality, as it happens when studying other subjects (for example, Natural History, Biology, Physics). This idea when teaching English is reasonable and relevant.

Today, the focus is on students, their personality, and inner world. Therefore, the main aim of a teacher is to choose the modes and methods of organising the students' educational activity that best corresponds to the set aim of personal development. Therefore, teachers should strive to use such pedagogical techniques that help create a situation of success for students, direct students towards the development of their intellectual skills, and not just towards memorising educational information. To identify and support gifted students, it is necessary to use other activities that develop and reveal their creative abilities – of design and research. There is a researcher in every student who strives to learn something new. Teachers can use this natural desire for search in their educational activities, which gives rise to the research activities of students. Design and research activity is a creative process of joint activity between teachers and students, in which both try to find solutions to assigned problems [259, p. 51]. In the course of this work,

one's own thinking and a different vision are formed. Design and research activities develop certain skills in students of basic secondary education and direct them towards designing their own or joint activities.

Depending on the object of the study, student activity in the English classroom can be divided into the following types:

1. Activities in which a comparative analysis of works of art is carried out to identify its artistic originality, features of the author's style, the writer's skill, typology of images, etc.

2. Activities in which the solution to the problem posed are carried out are based on a comparison of the past and present of two cultures.

3. Activities that teach students to master different methodological approaches to analysing the phenomena of art and the life of two cultures.

Whatever the object of research, the main thing is that the problem posed allows the students, independently, in groups or with the help of a teacher, to determine the path of research, choose the methods necessary to work with a research problem, and apply existing skills to analyse information.

Modern information and communication technologies are important means of teaching, monitoring and managing the study process. When studying a foreign language course, ICT acquires special importance. With the help of computer technology, it becomes possible to use educational computer software in lessons. Internet resources allow organising the study, consolidation and control of the studied material in more usual for students and interesting form. The computer helps in the development and presentation of projects, promotes the implementation of health-saving, gaming, child-centred technologies, and acts as a bright means of visibility in general. On the other hand, Internet resources are an accessible and convenient means of getting to know the culture of other countries and peoples, obtaining information, and an inexhaustible source of additional knowledge. Visual materials, multimedia presentations, videos – this is an incomplete list of what brings colour to a foreign language lesson, brightens it up and makes foreign culture closer and more understandable [43, p.134].

While in class, students have an opportunity to travel through time and space: go to the past of their own or another country, plunge into the historical processes that took place there, or admire the beauty of the modern world, visit the countries of the language they are learning, get acquainted with their residents, gain new knowledge and impressions. Here we are talking about a different method - immersion in a foreign language culture, but here, too, ICT technologies (especially virtual tours, AR and VR technologies) are a fundamental and significant component. Information technology, therefore, is a basic factor in creating the so-called information and learning environment, which is a set of conditions that allow students to form and develop language knowledge, speech skills, sociocultural and communicative competence, immerse themselves in the culture of the language being studied, and contribute to development of the personality. Modeling an authentic environment using ICT contributes to the active cognitive activity of students, motivates them to more successfully master the language, creates a positive attitude and generates interest in its further study and allows them to develop creative activity and independence.

Socio-emotional learning also includes the situation of success. A situation of success is a purposeful, organised combination of conditions under which it is possible to achieve significant results in activities; it is the result of a thoughtful, prepared strategy and tactics. Here it is important to separate the concepts of "success" and "success situation". A situation is a combination of conditions that ensure success, and success itself is the result of such a situation. The teachers' task is to give each of their students the opportunity to experience the joy of achievement, realise their capabilities, believe in themselves, i.e. create such a situation of success. The situation of success, the experience of success, inspires a person with confidence in his or her own abilities; s/he has a desire to achieve good results again in order to once more experience the joy of success, initiative, creativity, and activity development; positive emotions generated as a result of successful activity create a feeling of internal well-being, which, in turn, has a beneficial effect on a person's general attitude towards the world around, activates

his or her cognitive processes and motivation to learn, stimulates high productivity, increases interest and attention to what is happening around [48, p. 15–18].

We consider it very important that situations of success must be systemic, and not random and temporary. According to V. Sukhomlynsky, children must be sure that their success is their achievement. A teacher's help, no matter how intensive it is, must still be hidden. After all, as soon as a child feels that the discovery was made with the help of a teacher's suggestion or that a teacher is even a little insincere with them, the joy of success may fade [209, p.161].

Non-standard forms of learning also contribute to the creation of a situation of psychological well-being. Today, increasing attention is paid to the individuality of students – their consciousness, spirituality, culture, morality, as well as highly developed intellect and intellectual potential. Accordingly, in schools there is constant search, the purpose of which is to find new forms and techniques that allow the process of study, development and upbringing of students at all stages of education to be merged into a single process. The ways and means of implementing these principles must be significantly creative, unconventional and at the same time effective. The following non-standard lessons can be distinguished: Internet project lessons, video lessons, excursion lessons, game lessons, diagram lessons, integrated lessons. But the list is open, as it is the teacher who can suggest any new types emerging with the development of both educational and digital technologies. Such a change in the usual environment is advisable because it creates a festive atmosphere at different stages of work, removes the mental barrier that arises in traditional conditions due to the fear of making a mistake, stimulates students' interest in learning a foreign language, promotes the development of cognitive and communicative interest, and the desire for independent work for mastering a foreign language, allows to differentiate learning, eliminate gaps in knowledge, and expand it, promotes a deeper and more conscious perception of new material, and develops the skill of integrated application of knowledge of a foreign language and other areas of knowledge. Forming the cognitive activity of students and instilling in them an interest in the

English language, motivate them, makes it possible to maintain and even improve academic performance and quality of knowledge in the subject, as well as expand its scope and involve students in extracurricular work (project, research, creative), combining activities of teachers and students into a single system, which in turn contributes to the achievement of both the global aims of the modern education system and the local aims of each specific lesson.

Thus, classroom management in English lessons in grades 7–9 based on a child-centred approach is a holistic system aimed at organising effective interaction, supporting students' motivation and creating favourable conditions for the development of foreign language communicative competence. Taking into account age-related and individual characteristics of adolescents, child-centred classroom management ensures the balance between guidance and autonomy, discipline and freedom, learning objectives and personal development, which makes it an essential component of modern foreign language education.

CONCLUSIONS TO CHAPTER 1

Thus, Chapter 1 provides a comprehensive theoretical foundation for the study of classroom management in English lessons in grades 7–9 based on a child-centred approach. The analysis of scientific and methodological sources has made it possible to clarify the conceptual framework of the research and determine the key pedagogical principles underlying modern foreign language education.

In Section 1.1, the child-centred approach was examined as a leading paradigm of contemporary education, emphasising the recognition of the student as an active subject of the learning process, whose individual needs, interests, abilities and personal experience must be considered. It was established that this approach is grounded in the ideas of humanistic pedagogy and aims at creating favourable conditions for students' self-development, autonomy and active participation in educational activities.

Section 1.2 focused on the content, essence and structure of communicative competence of students in grades 7–9. Communicative competence was defined as a complex, multi-component phenomenon that includes linguistic, speech, sociocultural, sociolinguistic, discourse and strategic competences. Attention was paid to the age-related and psychological characteristics of adolescents, which determine the specific conditions and methods for developing communicative competence at the basic secondary level. It was concluded that a child-centred approach creates optimal conditions for meaningful foreign language communication and supports students' motivation and communicative autonomy.

Section 1.3 substantiated classroom management in English lessons based on a child-centred approach. The specificity of the subject "Foreign Language", the psychological characteristics of adolescents, and the role of interactive, group and problem-based learning methods were analysed. It was proved that effective classroom management is a key factor in organising productive interaction, increasing communicative density and creating a psychologically safe learning environment. Within this framework, the teacher acts as a manager of educational

interaction who coordinates students' activities, supports cooperation and ensures balanced guidance and independence.

Therefore, the theoretical analysis conducted in Chapter 1 confirms that the integration of a child-centred approach, communicative orientation and effective classroom management forms a holistic pedagogical system that enhances the quality of English language teaching in grades 7–9. The conclusions drawn create a solid theoretical basis for the further development and practical implementation of classroom management strategies in English lessons, which will be addressed in the subsequent chapters of the study.

CHAPTER 2

JUSTIFICATION AND EXPERIMENTAL TESTING OF PEDAGOGICAL CONDITIONS AND THE MODEL FOR ORGANISING LEARNING ACTIVITIES OF STUDENTS IN GRADES 7–9 APPLYING A CHILD-CENTRED APPROACH

2.1. Diagnosis of students' communicative competence and learning activity in Grades 7–9

The form of teaching is an external expression of the coordinated activity of a teacher and students, carried out in a certain order and mode. This is a historically established, stable and logically completed organisation of the pedagogical process, which is characterised by systematicity and integrity, self-development, personal and active character, constancy of the composition of students, and the presence of a certain mode. However, the form of teaching is inextricably linked with its internal, procedural and content side. This connection is determined by the aim, content, methods, techniques and means of teaching [17, p. 48–52].

Classroom management uses a set of techniques and practices to create and maintain a positive, organised, and productive learning environment. Key components include behavioral expectations, routines, mutual respect, supporting student engagement, and responding effectively to disruptions. The goal is to provide learning and a safe, inclusive space where each student can develop their potential; within a child-centred approach, management is focused on the needs, interests, and development of each student, with an emphasis on interaction, autonomy, and respect for individual differences.

Organising students' learning in small groups is most preferable for basic secondary school age and is a combination of some techniques used by humanist teachers. It provides independent active cognitive activity of students, an individual approach to the personality of each student, education of such generally

accepted values as mutual assistance, goodwill, empathy, and provides the opportunity of interaction and interpersonal communication. This is where this method of organising learning as learning in interaction arises.

The ideas of learning in interaction through the efforts of teachers from different countries have undergone changes and have noticeable differences but remain extremely humane in essence. Learning in interaction within the framework of a child-centred approach to teaching and socio-emotional education ensures not only the successful mastery of educational material by all students, but also promotes the intellectual development of children, their independence, goodwill towards a teacher and each other. The focus of this technology is the independent active cognitive activity of each student, considering his or her characteristics and capabilities, an activity that does not always fit into the system of a traditional lesson [125, p. 8–10].

During the interaction, students cooperate with each other. Interiorisation occurs through the "appropriation" by the psyche of the structures of external activity, its mastery in the course of joint-distributive work with the "other," where the "other" is not an external moment, but the most important component of this process, with the developing activity of an individual, its self-movement, self-development [132].

This self-development of the internal structure of activity forms the real psychological background on which learning in a lesson using interaction technology is built. Students master social experience, acquire it, make it their property, i.e. their socialisation takes place. At the same time, students acquire independence, i.e. their individualisation is underway. These are inextricably linked components of a single process of personal development.

Pedagogical theory and practice suggest numerous opportunities for intensifying the study process. There are numerous approaches. In our paper, the leading idea is the promotion of student's cognitive activity and motivation and the development of his or her personality in the learning process using interaction technology, because the true life-giving sphere of psychological well-being is

"human communication with each other, which brings a huge amount of new information, stimulates the emergence of lots of questions, while searching for answers to which a person is forced to develop. Upbringing and education are therefore the most important developmental environment, since they are always implemented in various forms of communication" [166, p. 68–71].

Interaction is a type of cooperation in which people contribute to the satisfaction of each other's interests, maintaining approximate parity. In the process of interaction, subject-subject and subject-object relationships alternate, which change periodically. Based on interaction relations, a system of externally specified activity is built, which makes it possible to demonstrate intellectual and social activity to the maximum. Learning in interaction groups presupposes equality of psychological positions of participants in the learning process, psychological provision of a creative, friendly atmosphere in the lesson, personal role participation, realising social incentives, cognitive interest and motives for activity.

Diagnosing the level of communicative competence formation in students of grades 7–9 is a necessary component of a child-centred model of English language teaching, because it allows the teacher to see not only how well learners reproduce linguistic knowledge, but also how effectively they can use language and interaction to learn, cooperate, and develop as autonomous subjects of the educational process. Within the framework of the New Ukrainian School reform, the focus shifts from teacher-centred transmission to active, conscious student participation; therefore, communicative competence should be understood as an integrated educational outcome that combines linguistic resources with the ability to initiate and sustain communication, listen and respond appropriately, negotiate meaning, manage disagreement, demonstrate empathy, and co-construct understanding with peers.

In grades 7–9 this task becomes especially important due to the developmental specifics of early adolescence: peer relations intensify, the need for self-expression and recognition grows, emotional sensitivity increases, and group

acceptance often becomes a stronger regulator of behaviour than external control [17, p. 48–52]. For this reason, diagnosis must be designed so that it captures communicative performance in authentic classroom interaction rather than in artificial, purely test-based situations.

A valid diagnosis of communicative competence in this age group is inseparable from classroom management, understood as a set of techniques, strategies, and practices that create and maintain a positive, organised, productive, inclusive, and psychologically safe learning environment. When expectations for behaviour are clear, routines are stable, mutual respect is cultivated, and engagement is systematically supported, students are more likely to communicate openly, take risks in speaking, and demonstrate the full range of their communicative abilities. Conversely, if the classroom environment is chaotic, unsafe, or dominated by punitive control, observed "low communication" may reflect anxiety, avoidance, or learned helplessness rather than an actual lack of competence. Thus, classroom management functions as a condition for diagnostic validity: it reduces situational noise and enables the teacher to interpret communication as competence-based behaviour rather than as a defensive reaction to classroom stressors. In a child-centred approach, this management is built on partnership, autonomy, and psychological safety, which is particularly relevant for adolescents who require respect for personal boundaries and opportunities for meaningful choice.

The most informative context for diagnosing communicative competence is learning interaction in small heterogeneous groups. Group formats make communication functionally necessary: students must coordinate actions, distribute roles, explain ideas, justify decisions, ask for clarification, provide feedback, and resolve misunderstandings to complete a shared task. Unlike frontal instruction, where interaction is often directed primarily toward the teacher, small-group work exposes peer-to-peer communication and therefore reveals whether the learner can adapt language to an interlocutor, maintain coherence in dialogue, and contribute to collective meaning-making [125, p. 8–10].

Small-group learning models such as "Spinner," "Leader," and "Jigsaw" are diagnostically valuable because they generate recurring communicative situations with varying role demands: rapid partner changes and micro-dialogues in "Spinner" show flexibility and contact initiation; structured leadership distribution in "Leader" reveals the learner's ability to guide without suppressing others; information-gap cooperation in "Jigsaw" demonstrates clarity of explanation, listening accuracy, and responsibility for shared outcomes. Because communicative competence is not only an individual property but also a relational phenomenon, diagnosing it through collaborative tasks enables the teacher to observe how learners influence one another and how communication contributes to group productivity and emotional climate.

From a psychological perspective, communicative competence develops through interaction and the internalisation of social activity structures [132]. In joint, distributed work with an "other," learners appropriate patterns of reasoning, discourse, and self-regulation; communication becomes both the medium and the mechanism of development. Therefore, diagnosis should focus on how students participate in shared activity: whether they can enter cooperation, accept and negotiate rules, shift between roles, articulate intentions, understand partners' intentions, and modify their behaviour based on feedback. At the same time, the unity of socialisation and individualisation must be considered. In grades 7–9, a competent communicator can integrate into group norms and collaborate effectively (socialisation) while maintaining agency, expressing an independent position, and taking responsibility for decisions (individualisation). Diagnostic tasks should therefore create space both for collective coordination and for personal stance-taking, so that the teacher can see whether a student merely conforms or can contribute as a subject of interaction.

An important diagnostic lens is the extent to which learners overcome egocentric patterns of communication, described in developmental psychology as a tendency to speak "for oneself," ignore the addressee's perspective, and treat one's own viewpoint as the default. In adolescence, egocentrism may manifest not as

childish self-talk but as conversational dominance, constant interruption, inability to paraphrase another's idea, refusal to consider alternative arguments, or communicative aggression disguised as "honesty." The development of communicative competence can be traced through indicators of decentration: asking clarifying questions, checking understanding, reformulating a peer's statement fairly, acknowledging partial agreement, adjusting explanations to the partner's needs, and changing one's position under the influence of convincing reasoning [166, p. 68–71]. Cooperative learning environments that establish relations of parity and mutual dependence are particularly effective for both fostering and diagnosing such decentration, because they require learners to coordinate perspectives rather than simply asserting them.

Because communication is also a source of motivation and psychological well-being, diagnosing communicative competence should include observing how learners use interaction to sustain learning activity. In a productive communicative classroom, students obtain new information from peers, generate questions, and experience cognitive stimulation through dialogue. Therefore, diagnostic criteria in grades 7–9 should include not only correctness or fluency but also learning-oriented communicative behaviours: the ability to ask meaningful questions, explain content to a peer, request and offer help appropriately, give constructive feedback, and maintain a respectful, encouraging tone that supports group engagement. When such behaviours are present, communication functions as a mechanism of self-development and collective progress; when absent, group work may become superficial or conflict-prone, even if individual linguistic knowledge is adequate [179, p. 53].

Interaction in a small group can be conceptualised as a type of cooperation in which participants support each other's interests while maintaining approximate parity. This understanding helps operationalise diagnosis through observable indicators. Parity can be assessed by the distribution of speaking time, turn-taking practices, and whether quieter members are invited into discussion. Role dynamics can be diagnosed by tracking who initiates, who summarises, who mediates

disagreements, who monitors task progress, and whether roles rotate naturally or remain rigidly fixed. The quality of subject–subject relations can be inferred from the presence of respect, the absence of humiliation or sarcasm, and the ability to disagree without personal attacks. A student's communicative competence becomes visible in the way they manage these micro-processes: not only what they say, but how they enable others to speak, how they respond to difficulty, and how they keep the group oriented to a shared goal.

Interpersonal relationships and emotional climate are crucial mediators of communicative behaviour and thus must be considered in diagnostic interpretation [130, p. 134–141]. Students may display silence, minimal participation, or defensive communication not due to weak competence but due to fear of negative evaluation, peer rejection, or prior conflict within a group. A supportive group provides a sense of unity, confidence, and protection, which encourages communicative risk-taking and experimentation with language. In this regard, the principles associated with a facilitative climate – acceptance, empathy, and psychologically safe supportive relationships –are not only pedagogical ideals but also methodological prerequisites for fair diagnosis. When the teacher deliberately creates a safe climate, the learner's communication is more likely to reflect their actual competence and developmental potential rather than situational anxiety.

Leadership in small groups constitutes both an indicator and a factor of communicative competence in grades 7-9. A leader is typically recognised as someone who can influence group decisions and organise joint activity, yet leadership may take constructive or destructive forms [140, p. 13–15]. Diagnostic observation should therefore differentiate between communicatively competent leadership, which integrates the group, clarifies goals, invites participation, and regulates conflict respectfully, and merely dominant behaviour, which suppresses others and monopolises decisions. Importantly, leadership may also appear as intellectual or motivational influence: a learner who generates ideas, encourages peers, and energises the group may contribute significantly even without formal organisational control. For diagnosis, this means that communicative competence

should be associated with the quality of influence –whether it increases group effectiveness and emotional comfort –rather than with visibility or loudness.

In practical terms, a comprehensive diagnosis of communicative competence formation in grades 7–9 should be multi-method and continuous, combining structured observation of small-group tasks, student self-reports and reflections, targeted interviews, and teacher assessment tools aligned with competence descriptors. Observation protocols should register both linguistic and socio-communicative dimensions: clarity and coherence of messages, appropriateness of language to context, listening and responsiveness, turn-taking, conflict management, supportive behaviours, and the ability to co-construct meaning. Surveys and interviews can complement observation by revealing learners' communicative attitudes, perceived barriers, and preferred interaction patterns, while reflective practices such as short check-ins or peer feedback can demonstrate metacommunicative awareness and the ability to evaluate one's own contribution. Statistical processing of collected data, where applicable, strengthens reliability and helps distinguish stable tendencies from random fluctuations, especially when diagnosing across several classes or comparing the experimental groups and the control group.

Ultimately, diagnosing the level of communicative competence formation in students of grades 7–9 is most effective when embedded in a child-centred classroom management that intentionally designs interaction, supports autonomy, integrates socio-emotional learning, and uses digital tools to diversify communication modes. In such an environment, diagnosis becomes not a one-time measurement but a developmental instrument: it reveals how classroom organisation shapes communication, how communication shapes learning and well-being, and what pedagogical conditions enable adolescents to move from fragmented, egocentric, or anxious interaction toward cooperative, reflective, and responsible communicative participation in English lessons.

2.2. Implementation of child-centred classroom management in English lessons in Grades 7–9

The implementation of the formative stage of the experiment was carried out in accordance with the pedagogical conditions for the effective organisation of educational activities of students in grades 7–9 in English lessons based on a child-centred approach, as defined in the study. Each of the pedagogical conditions was purposefully integrated into the structure of the lesson, the content of educational interaction, and the system for assessing learning outcomes.

At the stage of formation of lexical and grammatical skills, when it is necessary to provide oral practice to each student in the group and at the same time provide feedback so that a student, when completing a task, knows whether s/he is doing it correctly or not, if not, then why and how he should do it correctly, methodologically the use of small groups is justified [142]. The most adequate models of educational interaction at this stage are pair work (for the formation of lexical skills) or work in small groups of interaction (for the formation of grammatical skills). The group size is 3-6 people – "strong", "medium" and "weak". Working in small groups, as practice has shown, is preferable since sometimes it is impossible (as we would like) to organise pairs of "strong" – "weak" students due to the predominance of students with average abilities in the language group. At this stage, it is proposed to use the "Spinner" model of educational interaction (group composition of 3 people), because this model involves pronunciation, explanation, argumentation, and consolidation of one's knowledge by each group member (each subsequent task is completed by the next student with explanation and ongoing supervision by the entire group). With this type of interaction, as a rule, the "weak" student begins to complete the task (unless we are talking about a difficult grammatical phenomenon) under the control of the "strong" student, and if the student makes a mistake, the "strong" student is in no hurry to correct, does not give an instant ready answer, but asks to explain the rule and correct mistakes himself or herself. It should be noted that this

model of interaction is used not only to develop lexical and grammatical skills, but also spelling skills, when checking the correctness of homework or preparing for testing. The learning function of students themselves develops, because it is well known that teaching others contributes to stronger and deeper memorisation of language material [136, p.204].

This interaction model is distinguished by vaguely expressed leadership and equal opportunities for each group member. For example, the group can also start checking homework with a weak student. At the stage of formation of lexical and grammatical skills, the "Leader" model of educational interaction, characterised by clearly expressed leadership, is also applicable. The consultant (leader) is at the centre of the group; his or her activities are distinguished by a variety of connections with other group members. S/he organises the work in the group, is responsible for the successful completion of the task and, as a rule, presents this decision to the whole class, although a teacher can randomly poll. However, the interdependence of all group members, as in other interaction models, is high.

The skill improvement stage involves organising practicing for the purpose of reproductive and receptive mastery of speech units under varying conditions [110, p.341]. This is the development of monologue and dialogue speech skills (composing statements based on support, retelling a text using key words, composing a mini-dialogue and polylogue based on response remarks, etc.). At the stage of preparation for independent dialogical and monological utterance, students can independently apply the language material being studied and perform the necessary actions and operations with it. Since the methodological task at this stage becomes more complicated, it becomes necessary to increase the composition of the groups to 4 people, thereby providing the opportunity, if necessary, to split into pairs, which will later be united again by a common task. These models can be recommended when composing phrases and sentences, dialogues, stories, i.e. tasks of a conditional communicative nature with elements of creativity [142].

For example, at the stage of preparation for an independent dialogical and monological statement, students work in small interaction groups to compose a

mini-statement or mini-dialogue, limited by the framework of artificially specified grammatical and lexical material.

The stage of creative application of material or the stage of organising productive and receptive search speech activity involves students using accumulated lexical and grammatical material in speech in the process of active cognitive activity in different types of speech activity. The level of application of knowledge involves the use of activities that stimulate thinking and tasks containing problematic issues, because active mental activity begins only when there is a problem.

To ensure the effectiveness of the child-centred classroom management, the proposed system of tasks is structured according to Bloom's Taxonomy. This approach facilitates a progressive transition from Lower-Order Thinking Skills (LOTS) to Higher-Order Thinking Skills (HOTS). Specifically, the receptive and reproductive phases correspond to the levels of Remembering and Understanding, while the productive and creative phases (theatre projects) engage students in Analysing, Evaluating, and Creating.

All students are in equal conditions, become quite competent in their parts of the task, and can successfully train and control group members regardless of their level of preparedness. Communication at the level of equal partnerships promotes the mutual exchange of knowledge, skills and abilities when independently solving the simplest communicative and cognitive problems. Communication between students within the group and between groups is carried out whenever possible in a foreign language, however, when performing a grammar task at the stage of skill formation, as well as when checking homework, it is allowed to use remarks in their native language. At the preparatory stage, it was necessary not only to familiarise students with the stages of work in small groups of interaction and its specifics, but also to prepare students for interaction in a foreign language and to familiarise them with the features of verbal communication.

In our paper, we offer samples of classroom management instructions for working in a small group for students in institutions of basic secondary education.

The implementation of the proposed child-centred classroom management in English lessons in grades 7–9 was carried out as a gradual, systemic transformation of the traditional lesson organisation into a child-centred, interaction-based model. This model viewed the classroom not merely as a space for the transmission and control of knowledge, but as a dynamic socio-educational environment in which each learner is an active subject of communication, cooperation, and personal development. Classroom management in this context was understood as a holistic system of pedagogical actions aimed at organising the learning activities of students in such a way that they ensure psychological safety, high communicative density, and genuine inclusion of every learner in foreign language interaction.

At the core of the system was the idea that classroom management in English lessons should be built on the principles of child-centredness, humanisation, and partnership pedagogy, as defined in the Concept of the New Ukrainian School (2016) and the Law of Ukraine "On Education" (2017). The teacher's role therefore changed from that of an authoritarian controller and main source of information to that of a facilitator, organiser, and coordinator of classroom interaction, who deliberately creates conditions for autonomy, responsibility, and cooperation among students in grades 7–9. Within this framework, English lessons were organised as spaces of joint activity, in which teaching methods, forms, and means acquired an instrumental character and served the broader aim of the development of the pupil's personality, communicative competence, and socio-emotional skills rather than the mechanical assimilation of teaching material.

The practical realisation of this system required a consistent change in the way learning was organised, beginning with the structure of the lessons and extending to group formation, distribution of roles, types of interaction, selection of activities, and assessment practices. In accordance with the competency-based and communicative orientations of the State Standard of Basic Secondary Education and the model curricula for foreign languages, classroom management was reconstructed around small-group interaction as the basic organisational unit

of classroom learning. The traditional predominance of frontal instruction and individual reproductive exercises was gradually replaced by cooperative work in small heterogeneous groups, which created conditions for subject–subject relations, mutual support, and intensive oral practice in English.

The implementation of the first pedagogical condition– the organisation of educational activities on the basis of child-centredness through role-playing interaction in small groups– was ensured by using the "Spinner", "Leader", and "Jigsaw" models, within which each student performed a specific functional role and was responsible for the joint result of the activity.

A key step in the implementation process was the systematic organisation of learning in small interaction groups of three to six students. These groups were formed on the basis of heterogeneity: they were deliberately composed to include students with different levels of academic achievement, different temperaments, learning styles, and social statuses. The rationale for such grouping was grounded in psychological and pedagogical research, which shows that heterogeneous groups create a "strength of weakness" effect, in which both stronger and weaker students benefit from mutual explanation, assistance, and distributed responsibility for common results (Ball, 2005; Kozakov, 2000). In the context of adolescence, when peer norms and recognition become particularly influential (Maksymenko, 2017), heterogeneous small groups formed a micro-environment in which students could experience success, learn to coordinate with others, and overcome egocentric communicative patterns.

The teacher's task at the initial stage was to organise these groups taking into account not only academic indicators but also interpersonal preferences and psychological compatibility. For this purpose, the classroom teacher and the school psychologist jointly applied simplified sociometric techniques (based on R. Gilles' projective method and sociometric questions) and took into account the existing relationships within the class (friendships, latent conflicts, leadership structures). This diagnostic work made it possible to avoid the creation of unstable or conflict-prone groups and ensured the likelihood of constructive collaboration. In

addition, group composition was periodically adjusted in order to avoid rigid role fixation, broaden the range of partners, and prevent the emergence of closed subgroups that would exclude individual students.

Within each small group, classroom management presupposed a clear and pedagogically reasoned distribution of social roles. In accordance with the logic of cooperative learning (Johnson & Johnson, 1995; Aronson, 1978), several core roles were defined: leader (or group coordinator), editor (responsible for accuracy and quality of work), reporter (who presents group results to the class), timekeeper (who monitors the timing), and designer (who ensures the aesthetic and structural organisation of group products). In some cases, an additional role of "interaction moderator" or "emotional supporter" was used to monitor the climate within the group. The allocation of these roles was carried out in a way that would enable each student over time to try themselves in different positions and master different aspects of social behaviour: leadership, responsibility, analytical control, public speaking, and care for others. The rotation of roles was a mandatory principle of classroom management, since role fixation only on "strong" students would contradict the child-centred approach and hinder the development of initiative and self-efficacy among weaker and quieter pupils.

The introduction of group forms of learning into English lessons required significant preparatory work at both the psychological and organisational levels. Adolescents in grades 7–9, while being communicatively active in everyday life, are not automatically prepared to cooperate constructively in an educational setting. Therefore, the implementation of child-centred classroom management began with a preparatory stage in which the teacher, often together with the school psychologist, conducted a series of socio-emotional trainings and interactive games based on the methods of K. Vopel (1999; 2015). These games ("Group Portrait", "Find Someone Who…", "Building a Tower", "Secret Friend") helped to create an atmosphere of trust, mutual acceptance, and emotional safety, which are preconditions for effective group work. They also allowed students to experience

positive forms of interdependence, shared decision-making, and emotional support, which later became the basis for learning interaction.

In parallel, the students were gradually introduced to the rules and norms of working in a small group. The teacher together with the class elaborated and displayed in the classroom simple but clear guidelines such as: "We work calmly", "We listen to each other", "We speak one at a time", "We look at the person we are talking to", "We help, not criticise", "We are responsible for everyone's success". These "agreements" were repeatedly discussed and reinforced both verbally and through non-verbal cues. Such norm-setting is characteristic of humanistic pedagogy (Rogers, 1993; Ziaziun, 2000) and is an essential element of classroom management within a child-centred approach, as it reduces anxiety and establishes predictability and fairness of the learning process.

The teacher also consciously developed metacommunicative skills by providing students with language formulas for interaction in English. Special "help cards" with typical phrases ("Can you help me?", "Let me explain", "Good idea", "I don't agree, because…", "Could you repeat, please?") were distributed and displayed in the classroom. This not only supported the communicative orientation of the lessons but also enabled students to manage group discussions more independently, using the target language as a natural tool of interaction rather than only as an object of learning.

The practical implementation of the classroom management was structured around three interrelated group learning models: "Spinner", "Leader", and "Jigsaw". Each of these models corresponded to a particular stage in the logic of cognitive and speech activity, as outlined by S. Nikolaeva (2013): introduction of new material, formation and automation of skills, and creative application of language means in communicative situations.

The "Spinner" model was predominantly used at the stage of forming lexical, grammatical, and spelling skills. Groups of three students received a set of similar tasks (e.g. transformation of sentences, substitution drills, lexical matching), which they had to perform in turn, with simultaneous monitoring and explanation from

their peers. The work proceeded in a "circle": student A performed the first item, justifying the choice of the form; student B checked, corrected if necessary, and performed the next item; student C took the following one, and so on. This rotation created a situation in which each member of the group was both a performer and a "teacher" at different moments. The principle "What you have learned – teach another" (Disterweg, 19th c.; Kushnirov, 2014) became a practical reality: in explaining and correcting each other's work, students consolidated their own knowledge more deeply. For weaker learners, this model provided a safe environment to make mistakes, receive immediate feedback, and gradually gain confidence; for stronger learners, it prevented boredom and encouraged the development of patience, clarity of explanation, and pedagogical tact.

The "Leader" model emphasised more pronounced leadership and was used both at the stage of skill formation and at the stage of initial consolidation. Groups were usually composed of four students, and a designated leader (consultant) was assigned to coordinate the work. This student's function was to distribute tasks, monitor the correctness of their implementation, support group members, and often present the group's results to the class. However, the leader did not monopolise knowledge or answers; on the contrary, he or she had to ensure that every group member understood the material and could independently perform tasks and respond during control stages. From the point of view of classroom management, the "Leader" model allowed the teacher to delegate part of organisational functions to the students, while retaining control over the general process of the lesson, moving from group to group, answering more complex questions, and observing the psychological climate. The rotation of the leader's role prevented the formation of rigid hierarchies and helped a wide range of students to develop organisational and communicative skills.

The "Jigsaw" model was used at the stage of creative application of language material and development of productive speech skills (speaking and partly writing). Following the classical cooperative learning logic (Aronson, 1978; Johnson & Johnson, 1995), the teacher divided the material into several parts (e.g.

paragraphs of a text, aspects of a problem, roles in a situation). Each member of the group was given responsibility for one part, which they studied individually and then discussed in "expert groups" composed of students from different original groups but with the same segment. After that, experts returned to their "home" groups and taught their part to peers. This model ensured high communicative density and forced all students to speak, listen, ask clarifying questions, and explain meaning in their own words. It also created strong positive interdependence: no one could complete the entire task alone, and each group depended on every member's contribution. From the point of view of classroom management, "Jigsaw" modelled real teamwork and required the teacher to carefully design tasks, monitor time, and support group dynamics without assuming direct control at every stage.

These group models were not used in isolation, but were integrated into cyclic lesson planning and topic units. The teacher developed micro-cycles of lessons in which the same lexical-grammatical material or communicative topic was sequentially explored and strengthened through different models of interaction. For example, a topic such as "Daily Routines" in grade 7 could begin with frontal introduction and comprehension under teacher guidance, continue with "Spinner" exercises for practising adverbs of frequency and Present Simple forms, then move to "Leader"-organised mini-dialogues in pairs or groups, and culminate in a "Jigsaw" project where students in expert groups prepared different parts of a class survey about daily habits and then presented the summarised data. Such cycling ensured a balance between structure and creativity, guidance and autonomy, individual and group responsibilities.

An integral component of the classroom management was the integration of socio-emotional learning (SEL) elements into the fabric of English lessons. Rather than being an external "add-on", SEL was woven into group activities, reflection stages, and routine interactions. Short "emotional check-ins" at the beginning of lessons ("How are you today?", "Choose an emoji to describe your mood"), gratitude circles at the end ("Say thank you to someone in your group"), and

structured reflection questions ("How did we feel in the group today?", "What helped us cooperate better?") enabled students to become aware of their own emotional states and those of others and to connect them with the learning process. This approach is consistent with research by D. Goleman and M. Elias, who emphasise the role of emotional intelligence and socio-emotional learning as prerequisites for productive classroom interaction and self-regulation (Goleman, 1995; Elias et al., 1997). The teacher deliberately modelled non-violent communication, employed "I-messages", listened empathetically, and supported the development of a classroom culture in which mistakes in language learning were treated as natural and expected steps rather than as reasons for shame or punishment.

Digital technological solutions were also systematically incorporated into the classroom management. In line with the blended learning model, students' work oscillated between offline interaction (in the classroom) and online engagement (at home or in a computer lab). Online platforms and tools (such as interactive exercises, formative quizzes, digital posters, or collaborative documents) were used to differentiate tasks, support independent work, and extend group collaboration beyond the physical classroom. For example, in preparation for a "Jigsaw" or project presentation, groups could jointly edit their texts or slides in a shared online document. During listening practice, digital resources allowed the teacher to assign different audio tracks to groups according to difficulty level. The presence of digital tools did not substitute live communication; rather, it enriched the environment, provided additional scaffolding, and strengthened the individualisation component of the child-centred approach (Andruschenko, 2019; Osadcha et al., 2020).

Assessment within this system was re-conceptualised from predominantly summative, control-oriented procedures to formative and supportive ones. Child-centred classroom management presupposed that assessment should reflect not only the end product (correctness of answers, number of errors) but also the process of learning and participation in group interaction. Therefore, alongside

traditional written tests and oral checks, the teacher used observation sheets, group self-assessment forms, and simple rating scales where students evaluated their contribution and that of their peers in terms of effort, cooperation, listening, and support. Marks could be assigned for group work on a "shared" basis (one mark per group) when the emphasis was on interdependence, or on an individual basis, but always with clear criteria explained in advance. The possibility of re-doing a task and improving the result was an important motivational factor: rather than treating low performance as failure, it was seen as a signal to provide additional support and practice.

At the beginning of lessons, the control of homework was also embedded in the group interaction framework. Instead of the teacher immediately interrogating individual students, groups were given time to check each other's homework using the "Spinner" or "Leader" model, clarify unclear points, and correct errors together. Only after this mutual assistance stage did the teacher collect notebooks or conduct a sample oral survey. Such an approach contributed to the humanisation of the process: it reduced the fear of public "exposure" of ignorance, increased readiness to ask for help, and emphasised collective responsibility for learning. In this way, classroom management shifted from detecting errors to supporting understanding.

The implementation of the described classroom management inevitably influenced the overall classroom climate and the quality of relationships between teacher and students. Over time, in the experimental classes, one could observe a decrease in the frequency of disciplinary incidents, as the need for rigid external control diminished and the norms of self-organisation within groups strengthened. Students experienced greater psychological comfort, as evidenced by their active participation, readiness to volunteer answers and questions, and a noticeable reduction in avoidance behaviour (such as averting eyes, refusing to participate, or pretending to be busy with something else). For many adolescents with an initially high level of anxiety and low self-confidence, group work under supportive classroom management conditions became a protective factor, enabling them to demonstrate their abilities without the immediate pressure of whole-class exposure.

At the same time, the implementation of this system demanded significant professional efforts from the teacher. It required careful planning, flexibility in lesson management, sensitivity to group processes, and a willingness to relinquish some control in favour of learner autonomy. The teacher had to continuously monitor not only the linguistic content of communication but also group dynamics, distribute attention among several groups, and respond to emerging difficulties without disrupting overall classroom order. In this sense, classroom management in a child-centred, small-group environment is qualitatively more complex than in a traditional frontal lesson, but it is also more consistent with the aims of modern education in terms of fostering communicative competence, cooperation, and personal responsibility.

In conclusion, the implementation of classroom management in English lessons in grades 7–9 within a child-centred approach consisted in the systemic reorganisation of the lesson as a cooperative, psychologically safe, and interaction-rich environment. Through heterogeneous small groups, clearly distributed and rotating roles, the application of the "Spinner", "Leader", and "Jigsaw" models, the integration of socio-emotional learning and digital tools, and the transformation of assessment practices, the teacher created conditions in which adolescents could not only master the English language more effectively but also develop as active, responsible, and communicatively competent personalities. This experience demonstrates that classroom management, when aligned with humanistic and child-centred principles, becomes a powerful pedagogical tool for realising the New Ukrainian School paradigm in practice.

In the course of this dissertation research, we conducted a comprehensive analysis of the New Ukrainian School (NUS) State Standards for Basic Secondary Education in English (Ministry of Education and Science of Ukraine, 2018) alongside internationally recognised ESL standards, including the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001) and the ACTFL Proficiency Guidelines (American Council on the Teaching of Foreign Languages, 2012). The analysis focused on the development of

competencies in language, grammar, vocabulary, reading, and writing. In addition, six English language textbooks for students of institutions of basic secondary education, authored by both domestic and foreign educators (see Tables 2.1 and 2.2).

Table 2.1

Comparative analysis of NUS standards and international ESL standards by language, grammar, vocabulary, reading and writing levels

Component	NUS	International ESL Standards	The main differences
Language levels	The New Ukrainian School (NUS) curriculum is designed to achieve CEFR level A2 by the end of Grade 6 and level B1 by the end of Grade 9.	International ESL standards are also aimed at A2 to Grade 6, but they have more immersion in real-life situations.	International standards focus on a gradual transition to B2, while NUS ends at B1 by 9th grade.
Grammar	The grammar programme gradually includes basic structures such as Present Simple/Continuous, Past Simple, and modal verbs. Conditional sentences, Passive Voice, Future Simple were added in the 9th grade.	International ESL standards focus on similar grammatical structures but are more integrated through communicative tasks and context. They include more complex forms in the early stages, such as modal verbs and more complex tenses.	In international standards, grammar is introduced through interactive language tasks, while NUS is more focused on grammar activities.
Vocabulary	Vocabulary of NUS is related to specific topics of each class (family, home, health, environment). The programme has a clear division by topics and levels, oriented to use in specific contexts.	The International ESL Standards are also topic-oriented, but introduce more varied vocabulary through real-world problem-solving tasks, role-plays, and discussions.	International standards cover more vocabulary quicker through interactive learning in groups and projects.
Reading	Reading is focused on understanding short texts adapted to the students' level. By the 9th grade, students read texts of medium difficulty that deal with everyday topics. Reading skills development is built on recognising key words and general ideas.	The International ESL Standards develop reading through authentic texts and more contextual comprehension tasks. Different genres of texts are used (newspapers, stories, blogs).	International standards focus on authentic texts from different cultures and genres, NUS - on education texts on specific topics.

Writing	Students write short letters, notes, describe events and their feelings. By the 9th grade, students are able to produce short, coherent texts such as essays and formal letters. Special emphasis is on sentence structure and the use of grammatical constructions.	International standards emphasise writing through practical tasks such as essays, diaries, blogs, invitations. Writing is developed through communicative tasks with real aims.	International standards integrate writing skills into real-life situations, while NUS emphasises more formal structures.

Thus, grammar in international standards is introduced in integrated contexts, while NUS prefers a more traditional, structured approach. Reading at NUS is more focused on short texts, while international standards give wider access to authentic materials. Vocabulary at NUS has more topics related to local realities, international standards cover global topics faster and deeper. Writing at NUS is more focused on the construction of sentences and short texts, while international standards emphasise more creative and communicative tasks.

In international standards, grammar and vocabulary are introduced through interactive language tasks. International standards cover more vocabulary through interactive learning in groups and projects.

To ensure objectivity and balance of the comparative analysis, the sample of textbooks was expanded to include not only Ukrainian editions (by O. Karpiuk, M. Kuchma, T. Bondar) but also internationally recognised ESL series developed by Cambridge University Press, Oxford University Press, Pearson Education, and Express Publishing.

These resources share a common methodological foundation in the Common European Framework of Reference for Languages (CEFR), allowing for a more valid cross-national comparison of communicative, interactive, and group-learning practices in English language teaching at the lower-secondary (grades 7–9) level.

Table 2.2

Analysis of English textbooks for students of institutions of basic secondary education

Textbook	Activities to form an indicative basis for action	Language activities for the development of language skills (phonetic, lexical, grammatical)	Conditional communication activities	Communication activities (for developing skills in various types of speech activity), of which problem nature activities	Group mode of interaction
Karpiuk O. D., English (Year 9): textbook for the 9th grade of general secondary education institutions. Ternopil: Aston Publishing House, 2022.288 p.	18	18	44	reading 36/18 speaking 70/30 listening 26/22 writing 13/8	mostly in pairs
Kuchma M, Morska L. English (9th year of study): a textbook for the 9th grade of secondary schools. Ternopil: Navchalna Knyga - Bogdan, 2022. 205 p.	12	92	62	reading 50/20 speaking 35/17 listening 35/17 writing 35/17	few
Bondar T., Pakhomova T.. English: a textbook for the 9th form of secondary schools. K.: Metodyka Publishing, 2021. 272p. Recommended by the Ministry of Education and Science of Ukraine. According to the All-European recommendations on language education	15	49	50	reading 36/18 speaking 62/39 listening 27/14 writing 17/14	few

Karpiuk O. D., Karpiuk K. T. English (Year 7): textbook for the 7th grade of general secondary education institutions. Ternopil: Aston Publishing House, 2024. 176 p : The textbook is created according to the model programmes "Foreign language grades 5-9" for general secondary education institutions	22	34	34	reading 31/31 speaking 19/19 listening 78/40 writing 36/36	mostly in pairs
Mitchell H.K. English language (7th year of study): a textbook for the 7th grade of general secondary education institutions. K.: "Linguist" publishing house, 2024. 168 p. Developed in accordance with the State standard of general secondary education of the New Ukrainian School.	10	17	16	reading 15/15 speaking 14/14 listening 17/15 writing 29/29	a lot
Karpiuk O.D. English language (8th year of study): a textbook for the 8th grade of general secondary education institutions. second edition revised. Ternopil: Aston Publishing House, 2021. 272 p.	22	35	32	reading 36/20 speaking 23/19 listening 78/40 writing 35/35	a lot
Upstream B1+ (Express Publishing, 2023)	12	18	20	reading 18/18 speaking 15/15 listening 17/15 writing 32/32	a lot

Think 3 (Cambridge University Press, 2022)	15	22	25	reading 22/22 speaking 15/15 listening 21/15 writing 25/25	a lot

As reflected in Table 2.2, the inclusion of the Upstream B1+ (Express Publishing) and Think 3 (Cambridge University Press) coursebooks provides a balanced representation of international ESL materials within the comparative framework.

These international resources demonstrate a consistently higher proportion of interactive, communicative, and project-based tasks (averaging 45–50 % of total exercises) combined with systematic small-group work, creative output, and formative reflection.

Compared to domestic textbooks, which maintain a structured grammatical progression and lexical sequencing but rely predominantly on individual or pair work, the international editions embody a fully child-centred, learner-agency-driven approach consistent with the CEFR communicative-competence model.

Hence, the methodological integration of cooperative, creative, and digitally supported tasks will strengthen the humanistic and interactive orientation of Ukrainian textbooks within the New Ukrainian School framework.

Based on the analysis of textbooks, we can conclude that in the textbooks of domestic authors, the activities presented are mainly reproductive in nature and aimed at the individual study of students. The group mode of interaction is practically absent, thus excluding the possibility of intensifying the activity of each student in the lesson, as well as the moment of socialisation. There are few activities to comprehend the material, which, as practice shows, is the cause of many errors in students' speech. The stage of skill formation is represented mainly by activities for opening brackets, and the stage of improving skills by performing

substitution and constructive exercises. The creative use of the studied material is limited to descriptive tasks. Students are more likely to be offered training activities that involve student actions following a model and do not require the manifestation of creativity and initiative, or the development of a critical mind. Undoubtedly, training activities are needed, but they should not predominate and should be performed only at certain stages of mastering language material. The formation of independent thinking and activity in finding ways to achieve a set aim involves students solving atypical, non-standard educational tasks. Students learn to justify, reason, prove the correctness of their point of view, analyse and consider the point of view of others, make inferences, evaluate the results of the mental activity of other group members.

More advanced students will have the opportunity to further develop their creative abilities, while less proficient students will be able to build confidence in their skills and engage in exploratory learning, which provides an important foundation for cognitive development and the cultivation of academic interests. By proposing, defending, refuting and proving their point of view, students learn to reason. They have a desire to learn new things. They develop such personality qualities as endurance, self-criticism, objectivity, and attentive attitude towards the interlocutor in the face of a clash of different points of view. In addition, "favourable conditions are created for the formation of such a valuable quality of thinking as independence, manifested in an active and proactive search for solutions to problems, in a deep and comprehensive analysis of their conditions, in critical discussion and justification of solutions, in preliminary planning and playing out different options solutions implementations" [66, p.31].

Textbooks by foreign authors are characterised by:

- high communication skills;

- cyclical organisation of the educational process;

- variability of forms of organisation of educational activities;

- content for problem-solving;

- integration of knowledge and skills from other areas of knowledge;

- subject-subject equal-partner educational interaction between a teacher and students and with each other.

In our study, the English language textbooks for institutions of basic secondary education by O. Karpiuk (Recommended by the Ministry of Education and Science of Ukraine for New Ukrainian School) is taken as a basis. A feature of the content of this course is focusing on achieving academic success in line with the communicative approach to setting aims and objectives of learning, selecting speech and language material, choosing teaching methods, organising speech activity of students, as well as the task of developing social skills (the ability to work with a partner, the ability to be a member of a team when solving a specific problem, etc.).

The main methodological principles on which this English language course is based are:

- the relationship between the final aims and the aims of the initial stage;

- developmental training;

- communicative orientation;

- balance of approaches to the organisation of speech and language material and types of educational activities;

- cognitive activity of students;

- interconnected training in different types of speech activities;

- taking into account the individual characteristics of students;

- variety of teaching methods;

- visibility;

- combination of various organisational forms of work;

- differentiated approach to learning;

- integration into the culture of the country of the language being studied.

When developing activities for teaching in small groups, we tried to take into account the positive experience of modern Western methods of teaching students using interaction technology, to combine it with domestic methods of teaching English in institutions of basic secondary education, based on the

principles of a child-centred approach, socio-emotional learning and psychological well-being, blended learning and maintaining equal attention to the formation of speech skills in speaking, listening, reading and writing. The activities we have developed are offered as a supplement to the activities in the textbook taken as a basis, provided that a teacher clearly understands the methodological task being solved at each stage of the lesson. This set of activities and tasks allows students to maximally involve in the process of learning a foreign language, regardless of differences in academic performance, activating and stimulating equally strong students who are passionate about the subject, students with an average level of ability, as well as lagging behind students with low motivation. The content of the activities does not go beyond the interests of students and is focused not on the already achieved level of development of ability components, but on the "zone of proximal development". Thus, some activities of a creative nature include highly specialised topics that interest students, the implementation of which involves the development of erudition, but in most cases, we tried to ensure that the content aspect of the activities was wide enough.

The speech activity side of the activities assumes that all students, regardless of differences in communicative and speech reactions, would improve their skills in basic types of speech activity. Therefore, this complex included various activities (but all of them are communication-oriented): oral and written, activities to perform according to a model and by analogy, activities to creatively use the material. The social side concerns the interaction of students with each other while performing these activities. Analysis of the process of teaching a foreign language indicates that the deficit of students' speech activity is associated with how much time in the lesson is allocated to students for speaking a foreign language. Excessive enthusiasm for frontal types of work at the stage of forming and improving skills, as well as developing skills, leads to the fact that even when students carefully perform the activity, the effect of understanding and consolidating language material is very insignificant. Therefore, the presented activities focused on working in small interaction groups, and the correct selection

of partners and distribution of roles within students' groups, providing additional vocabulary on the topics of the basic textbooks allows an individual approach when performing the activities. The potential of activities when organising independent work also opens great opportunities for individualising the learning process. A clear formulation of the task, the formulation of a specific rather than abstract problem brought up for discussion by the group (groups), a description of the sequence of actions, and the presence of feedback contribute to the active involvement of students in the process of mastering a foreign language. Students can mutually control each other, stimulate and manage learning activities, and help each other [70, p. 89-92]. We should mention the formulation of instructions for the activities. As an analysis of methodological literature has shown, there are different points of view on the language in which tasks and instructions for activities should be formulated.

We agree with the point of view of some authors that at the initial stage of learning, instructions for activities can be given in the native language only if their lexical minimum does not allow doing this in a foreign language. However, we believe that we should strive to ensure that the instructions for the activities are formulated in a foreign language, which should be preceded by frontal practice, accompanied by explanations from a teacher. Instructions for activities for working in small groups of interaction can be also formulated in a foreign language for students of institutions of basic secondary education.

Control during learning interaction groups can be carried out at any stage of the lesson. Usually, a lesson begins with checking homework. The main task of a teacher in a traditional lesson is to control who completed their homework and how. The survey is carried out either orally or in writing. Accordingly, grades are set that indicate the degree of mastery of the educational material. We should note that not all students are ready to ask questions to a teacher if they do not understand the previously covered material; they do not have the courage to ask a teacher to clarify details that were unclear during homework before asking the

question. As a result of the fear of turning to a teacher for help, stressful situations and unsatisfactory grades result.

Control functions perform various types of tests. They reveal the level of success of students' progress during the study of educational material and highlight the problems and difficulties that arose in the process of students' work. Tests can be carried out individually (everyone for themselves) or on a team basis (when the points received by each student of the team are summed up and the average score is set, but the contribution of each participant can be seen). At the same time, the tests themselves are differentiated by the level of difficulty (or volume) for strong, average and weak students. Thus, each student can make his or her contribution to the team in accordance with the achieved level of training.

The considered control system contains significant potential for stimulating the intellectual activity of students' search activities in their daily educational work. A student, seeing his or her results, can take a more conscious approach to closing gaps in knowledge; in addition, s/he gains confidence in his or her own education capabilities, which ultimately contributes to his or her personal development. By transferring to students, the functions of monitoring the actions of their friends and assessing their correctness when working in small interaction groups, a teacher develops in students control and assessment of their own activities.

Based on all the above, we can expand the concept of "Classroom management" and define it as a set of strategies, methods, and techniques that teachers use to create a productive and harmonious learning environment. The main aims are to engage all students in the study process in the classroom, organise the study process effectively, and ensure good relationships between students and between students and teachers.

Key aspects of classroom management include:

1. Organising space and time: properly assigning classrooms, work areas, and break areas, as well as a clear lesson schedule that helps avoid confusion.

2. Establishing rules and expectations: creating clear and understandable rules for students to follow, as well as defining consequences for breaking these rules.

3. Developing positive relationships: creating a trusting atmosphere where students feel comfortable, can express their thoughts and ideas, and learn to work in a team.

4. Monitoring and controlling behaviour: observing student behaviour, intervening in a timely manner in case of violations, and positive motivation to stimulate the desired behaviour.

5. Using class time effectively: minimising interruptions and distractions to ensure that the lesson is as productive as possible.

6. Preventing problems: identifying potential problem situations before they occur and using proactive methods to prevent them.

Classroom management, within the context of the child-centred approach, is understood as a holistic pedagogical system for organising the educational process in the classroom, which encompasses the planning and regulation of students' learning activities, the management of pedagogical interaction, the creation of a psychologically safe and supportive learning environment, as well as ensuring conditions for the active, autonomous, and responsible participation of each student in the learning process.

We consider it desirable for a teacher to have data from a diagnostic examination of students, but specialists in the field of psychology, as a rule, deal with various methods and diagnostic techniques. A teacher has neither time nor sufficient knowledge to professionally perform such a diagnosis. A teacher gains the necessary knowledge about students from constant work with them. Therefore, we would recommend that when organising interaction groups, school psychologists who are proficient in these methods would come to the aid of a teacher and first conduct such a diagnosis. If this is not possible, a teacher can form interaction groups, relying on his or her own experience, as well as the simplest recommendations of psychologists and teachers, including those given above (V.

Kozakov, O. Kyrychuk, T. Shcherban, T. Sushchenko, V. Rybalka, etc.). The easiest way is to highlight weak students, whom a teacher, of course, knows. And for each weak student, assign one strong, one average (or two average) students, considering the psychological characteristics and temperament that a teacher has [91, p. 230–233]. Groups can be basic, i.e. permanent for a long period if the work goes well. The composition of the groups can change from lesson to lesson until a team is formed. But in any situation, it is important to achieve effective interaction and a culture of communication.

The level of psychological readiness of students to work in small interaction groups is determined by using special techniques for studying the motivation for joint activities. For this purpose, techniques such as questionnaires, interviews, and conversations are used to identify motives for joint activities and attitudes towards them.

An example of such a questionnaire could be the following block of questions:

1. Will it be interesting for you to study if during the lesson you perform some tasks not alone, but with one of your classmates? (Yes/No)

2. Can you learn by teaching others? (Yes/No)

3. Will you be interested in the successes of your classmates if you have to work as one team? (Yes/No)

4. Will you help your groupmates? (Yes/No)

5. Can you take responsibility for the successes or failures of your groupmates? (Yes/No)

The examination procedure consists of the fact that a student receives the text of a questionnaire consisting of five questions that require an unambiguous answer (Yes/No). When processing data, a teacher classifies and counts student responses, which gives him or her a complete picture of the attitude towards the joint activities of students in each group.

An interview, unlike a questionnaire, involves direct communication with the students, so the questions are slightly reformulated to obtain more accurate information. We offer the following set of questions:

1. Do you want to work with others? With whom exactly?

2. Do you actively participate in the work of the class, or do you prefer to remain silent, even if you know the material well?

3. If you don't understand something in class, will you turn to a teacher or to a classmate for an explanation? Which classmate exactly?

4. Are you ready to ask your group partners for help if necessary?

5. Do you like being a member of a sports team? Why?

The technology of learning in interaction, being a technology of developmental education, involves the "awakening and launching" of the needs for self-actualisation, self-realisation, self-improvement, that is, what we hope to develop in children [232]. But this is difficult to do if a student has a low level of self-esteem, self-acceptance, and an unsatisfied need for love, understanding and acceptance from other people (teachers, classmates, etc.). Taking care of the student's positive self-esteem, creating a favourable psychological atmosphere that leads to socio-emotional learning and psychological well-being of all categories of students is one of the main concerns of foreign schools, particularly the American one, which has developed the "self-esteem & cooperation" courses, the German one with its famous psychological games by Klaus Vopel, etc. Therefore, we prepared this part of the preparatory stage based on the experience of our American and German colleagues.

For psychological preparation of students for work in interaction, i.e. creating conditions of psychological comfort, it is recommended, together with a school psychologist, to conduct training based on psychological games and activities by Klaus Vopel "How to teach children to cooperate?" Carrying out such games with students is intended to help a teacher create a friendly atmosphere of mutual assistance and trust, goodwill towards a teacher and students towards each

other, and a school psychologist could provide invaluable assistance in developing recommendations for a teacher on preparing and conducting this type of work.

Here are some of the aims that can be achieved by organising interactive games with students:

- help students feel connected with others;

- help them think clearly, explore and analyse;

- help learn how to make decisions – independently and in a group;

- develop openness and courage to express their attitude towards others;

- help cope with their fears and stress;

- help students develop their character strong features, etc.

As K. Vopel emphasises, "the above aims may seem too complicated for a school, which many students perceive primarily as a place where they gain knowledge. But along with the transfer of knowledge, the school's objective is also to prepare children for independent life, their proper socialisation. This objective should again become one of the most important" [275, p. 117].

Here is an example of an interactive game by German psychologist Klaus Vopel, used in our experimental teaching:

Group portrait.

Purpose: Group Portrait provides an opportunity to practice constructive interaction in small groups. The task of drawing a common portrait in which each student is present increases the students' sense of belonging to the group. In this game, along with the ability to cooperate, the skills of observation and creative self-expression are developed.

Materials: Each subgroup will need a large sheet of paper (at least A3 size, preferably a sheet of Whatman paper) and wax crayons.

Instructions for action: Break into fours. Each group must draw a picture of all team members. You cannot draw your own portrait; ask someone from the group to do this. Think together about how you will arrange the drawing on the sheet, what the plot of your painting will be.

Once all the groups have painted their portraits, a detailed presentation of all the paintings should be held. Before doing this, you can give the groups time to think about how they will present their work to the rest of the students, and what explanations they will give when doing so.

Exercise Analysis:

-Who did you choose as an artist to paint your portrait?

- How did you feel when they painted you?

- Who chose you as an artist?

- How did you come to the decision of who and where to draw?

- Are you satisfied with your portrait?

- How much did you enjoy working together with the other students from your group?

- How satisfied are you with the portrait you painted yourself?

-Which team took the most time? Portrait of which team did you like the most? Why?

It is no secret that society often views people, in this case children, as future consumers, and children should learn from school the social skills and personality traits necessary to succeed in a high-tech society, namely: the ability to work in a team while remaining independent individuals, the ability to demonstrate human virtues in difficult living conditions, without giving up one's desires and aspirations, the ability to empathise with others and take responsibility. And the sooner, according to the fair statement by K. Vopel, we begin to develop these skills in children, the more confident we can be that they will be able to apply them in various life situations [277].

During the game, children had the opportunity to gain social experience, which was then successfully transferred to educational activities. After the end of the game, a teacher invited students to speak out, express and discuss their impressions, which subsequently had a positive impact on such an important stage of learning in interaction as discussing the results of the group's work.

Creating a situation of success and psychological well-being is of great importance. A teacher deliberately tried to create an atmosphere of goodwill in the class. A smile, a kind look, attention and interest in everyone, friendliness throughout all minutes of a lesson are important conditions for the pedagogical creation of a situation of success. A situation of success does not arise where comparison of one child with another, comparison of one group with another is allowed: personal development proceeds unevenly, discretely, and some children in such a comparison will always lose, lag behind, supposedly, the development of other children, and this means they will be deprived of a wonderful sense of their strength and personal success [278, p. 53]. Success is the key to a positive attitude towards learning, towards work, towards oneself, and an incentive to work actively.

At the preparatory stage, it was also necessary to introduce students:

a) with the stages of work in small interaction groups and its specifics:

- distribution into groups;

- teacher's explanation of the learning task;

- distribution of roles;

- distribution of educational materials;

- determination of the amount of operating time;

- message of the task itself;

- expected behaviour;

- performing a task as a group;

- checking the assignment by a teacher or peers and assessment (it can be done by voting);

- summing up the results of group work (students and teacher).

b) with different types of social roles:

- leader (responsible for completing the task);

- editor (checks the correct execution);

- designer (responsible for the cleanliness and aesthetics of the design of the task);

- reporter (reports on the results).

The interaction games developed by Klaus Vopel can have a significant impact on the psychological well-being of students and create situations conducive to socio-emotional learning in several ways.

By participating in these games, students can explore their thoughts, feelings, and behaviours in a safe and supportive environment. This self-reflection fosters greater self-awareness, helping students understand their strengths, weaknesses, and areas for growth. As students become more aware of themselves, they are better equipped to navigate the complexities of their emotions and relationships.

Interaction games often involve cooperation, communication, and teamwork, which are essential components of socio-emotional learning. Through these games, students learn how to express themselves effectively, listen actively to others, and work together towards common aims. They develop empathy, cooperation, and conflict resolution skills, all of which are vital for building positive relationships and thriving in social settings.

Many of Vopel's games require students to manage their emotions and reactions in real-time. Whether it's dealing with frustration during a challenging task or expressing empathy towards a peer, students learn to regulate their emotions in constructive ways. This ability to regulate emotions is crucial for maintaining mental well-being and navigating interpersonal interactions effectively.

Interaction games provide students with opportunities to face challenges, their right to make mistakes, and learn from failure in a supportive environment. As students encounter obstacles and setbacks during the games, they develop resilience and perseverance. They learn that setbacks are a natural part of the learning process and can be overcome with effort and determination, fostering development.

Through collaborative and interactive experiences, students build connections with their peers based on trust, respect, and mutual support. These positive relationships contribute to a sense of belonging to community within the classroom, creating a supportive environment where students feel valued and

understood. Strong social connections are essential for psychological well-being, academic success and motivation to learn.

Many of Vopel's games encourage students to think creatively. This fosters a culture of innovation and curiosity, where students feel empowered to explore new ideas and approaches. Cultivating creativity is essential for adaptability and resilience in an ever-changing world [277].

Overall, the interaction games developed by Klaus Vopel provide valuable opportunities for students to develop essential socio-emotional skills, enhance their psychological well-being, and cultivate positive relationships and motivation to learning. By incorporating these games into study process, teachers can create dynamic learning environments that support the development of students' cognitive interest and motivate them. Creating an emotionally safe environment that supports cooperation, empathy and confidence is the second pedagogical condition, ensuring effective socio-emotional learning and motivation.

Overall, the child-centred approach to education fosters a more dynamic and interactive learning environment in small groups, leading to improved learning outcomes, higher levels of engagement, and the development of essential skills that students need to succeed in school and beyond.

Socio-emotional learning in small groups has many benefits for students' psychological well-being. Here are a few of them:

- small groups provide students with a safer and more supportive environment, which promotes the development of social competence skills. In this atmosphere, students can more freely express their thoughts and feelings, develop skills in cooperation, conflict management and empathy;

- small groups allow the teacher to pay more attention to each student. This creates a better environment for understanding students' individual needs and interests and providing support where needed;

- in small groups, students have more opportunities to actively participate and interact with a teacher and their peers. This helps to increase the level of motivation, cognitive interest and participation in the study process;

- through a closer connection between a teacher and students, and between students, trusting relationships are formed in small groups. This helps create a safe and supportive environment, which in turn has a positive effect on the emotional well-being of students;

- in small groups, students are often forced to work in teams, which promotes the development of interaction skills, exchange of ideas and mutual support.

Thus, socio-emotional learning in small groups of interactions can significantly improve students' levels of psychological well-being by promoting their emotional development, self-esteem, and motivation to learning.

Solving methodological issues faced by a teacher can be greatly facilitated by cyclic planning.

Just as a foreign language lesson is not an independent unit of the study process, but only a link in a cycle of lessons, so interaction technology is an element of the teaching system, and not the system itself. Therefore, it is important to determine its role and place in the study process. Cycling planning is a system of lessons on the topic of speaking and reading. The chain of lessons developed by a teacher on the topic under study serves as a means of revealing the sequence of assimilation and application of knowledge according to the logic of the cognitive activity of students and the teacher's training activities. In other words, cycling helps improve classroom management and the study process in a foreign language and thus being a tool for the scientific organisation of teachers' work, allows us to develop the logic of the study process. From our point of view, in any case, when drawing up a cyclic plan on the topic of oral speech and reading, it is necessary to provide the following conditions:

- increasing the time of oral language practice for each student in the group at the stages of developing and improving skills, speech abilities,

- ensuring effective management of the study process;

- ensuring effective cooperation and mutual assistance between students;

- formation of sustainable motivation in using a foreign language as a means of communication;

- improving the culture of communication.

The combination of digital technology solutions and offline activities can significantly improve the process of learning English in small interaction groups.

Here are a few ways to implement this:

- using online English learning platforms such as Baamboozle, Wordwall, Learnenglishkids, iSL Collective, ESL Games Plus, Qizizz, etc. can provide students with access to interactive lessons that allow them to learn the language at their own pace. Teachers can use these platforms for homework or personalised learning;

- conducting online lessons using video conferencing platforms such as Zoom, Microsoft Teams or Google Meet allows teachers to teach students from different locations, as well as integrate interactive assignments, quizzes and group discussions.

- a lot of mobile apps offer games, grammar activities, audio and video materials for learning English in an interactive way. Teachers can recommend such apps for use outside of classroom so that students can practice the language in their free time;

- the use of gaming technology and virtual reality can make the process of learning English more fun and effective. Students can take part in immersive scenarios where they must use English to achieve aims in a game environment;

- teachers can encourage interaction and knowledge sharing among students by using digital tools to create projects, presentations, wikis, or blogs in English.

Combining these digital technology solutions with offline activities such as group discussions, role-playing, and reading and discussing English texts can create a dynamic and effective learning environment for students iaan small groups.

2.3. Analysis and interpretation of the results of the experimental study

In order to systematise the process of classroom management in English lessons for grades 7–9 and to ensure its consistency and effectiveness, a pedagogical model of classroom management based on a child-centred approach has been developed. The model reflects the logic of organising pedagogical interaction in the classroom, defines the key components of classroom management, and demonstrates the relationships between its goals, content, implementation mechanisms, and expected outcomes (Fig. 2.1).

The purpose of this model is to provide teachers with a clear framework for organising and managing group interaction, taking into account students' individual needs, capabilities, and interests. The model integrates key elements of the child-centred approach– cooperation, autonomy, responsibility, and mutual respect – and demonstrates how these components interrelate within the structure of classroom management. It also outlines the stages of interaction, expected learning outcomes, and the teacher's role in creating a psychologically comfortable and motivating environment for language learning. The model serves as a conceptual and methodological foundation for organising classroom processes in a way that promotes student initiative, cooperation, and reflective learning. In particular, the model demonstrates how classroom management, when based on a child-centred approach, can create the necessary conditions for learner autonomy, motivation, and the development of communicative competence in English.

The developed pedagogical model of organising classroom learning activities in English lessons in grades 7–9 is based on a set of interrelated methodological and didactic approaches: child-centred, humanistic, personality-oriented, competency-based, activity-based, communicative, socio-emotional, and digitally-oriented.

**PEDAGOGICAL MODEL OF CLASSROOM MANAGEMENT IN 7-9TH GRADES ENGLISH LESSONS
(APPLYING THE CHILD-CENTRED APPROACH)**

1. TARGET BLOCK

Aim

ensuring effective classroom management of 7th-9th grades students' learning based on a child-centred approach

Methodological Approaches
- Child-centred
- Competence-based
- Activity-based
- Personality-oriented
- Systemic

Principles
- Subjectivity
- Partnership interaction
- Psychological safety
- Differentiation
- Reflectivity

2. ORGANISATIONAL AND CONDITIONAL BLOCK

Organisational and Subject-Oriented Condition	Environmental and Adaptive Condition	Reflexive and Motivational Condition

3. CONTENT AND PROCEDURAL BLOCK

Forms
- Small heterogeneous groups
- Role-playing interaction
- Blended learning

Methods
- Cooperative learning
- Facilitation
- Problem-based learning
- Interactive methods

Tools
- SEL practices
- Digital platforms
- Formative assessment

Stages of activity organisation: Motivational → Operational → Reflexive

4. RESULT AND ASSESSMENT BLOCK

Criteria
- Motivational
- Activity-based
- Reflective
- Cognitive

Indicators
- intrinsic motivation
- subjective activity
- reflectivity
- level of communicative competence

Levels of formation
1. High
2. Medium
3. Low

Diagnostic Tools
- Observation methods
- Survey methods
- Control and diagnostic methods
- Statistical methods

GENERAL RESULT

Formation of an integral system of child-centred learning interaction

(growth of students' subjectivity, learning autonomy, intrinsic motivation, communicative activity, and reflectivity)
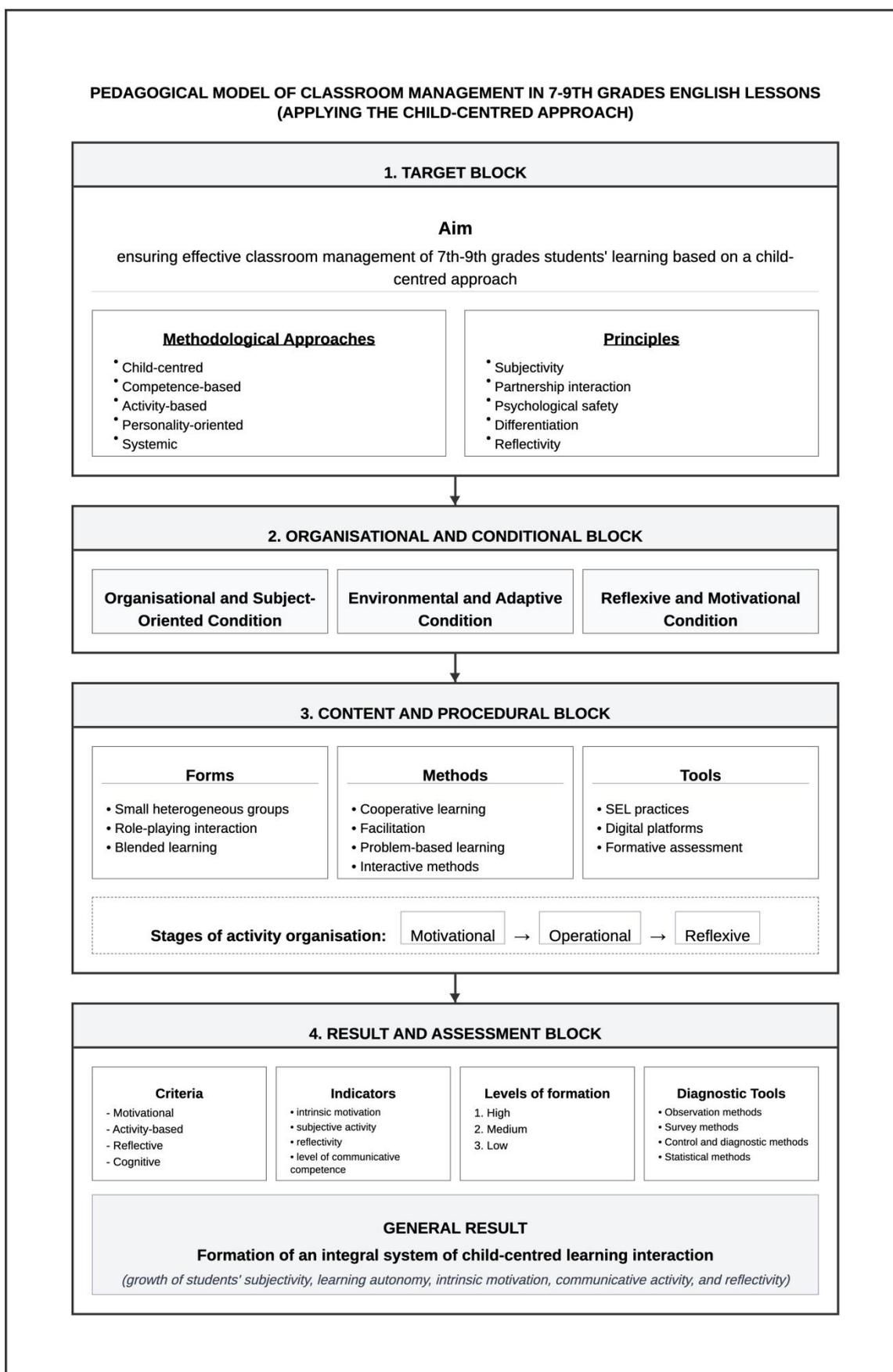
Fig. 2.1. Pedagogical model of classroom management in 7-9th grades English lessons (applying the child-centred approach)

As illustrated in Fig. 2.1, the proposed pedagogical model of classroom management is based on the gradual and purposeful organisation of learning interaction in the classroom. The model emphasises the importance of step-by-step development of students' ability to participate in cooperative learning activities, take responsibility for their own learning, and interact effectively with peers. In this context, the implementation of classroom management requires a consistent approach aimed at developing the necessary skills and behaviours in learners.

To organise learning in interaction in the classroom, it is necessary to approach the intended aim gradually, teaching students to:

- interact in a group with any partner and partners;

- work actively, taking the assigned task seriously;

- communicate politely and kindly with partners;

- feel a sense of responsibility not only for their own success, but also for the success of their partners and the entire class;

- be fully aware that working together in groups is serious and responsible work.

It is necessary to determine the educational and cognitive aims of the lesson and the didactic task of using this method. This task should be clear not only to the teacher but also explained to students.

At the next stage, it is necessary to work out a lesson plan, while being sure to allocate the time required to complete the work in the lesson. Having outlined the learning objectives of the lesson, it is also important to note what roles the students' activities in groups involve. This should also be clear to students. They themselves determine who can perform what role, but they should know what the roles may be (it is better to write them down on the board). For example, to complete a certain task in groups, it is necessary to provide: a leader (responsible for completing the task), an editor (checking the correctness), and a designer (responsible for the cleanliness and aesthetics of the task).

Next the following should be done.

1. When preparing for a lesson, it is necessary to highlight one or two tasks that will require, after the usual explanation, certain actions on the part of students to learn new material (doing activities, reading and understanding the rules and text, answering questions on the text, etc.). This task can be directed, depending on the aim, either to control the understanding and comprehension of new material, or to test its assimilation and consolidation. But this task should be one per group. It is also necessary to consider that in groups students can complete slightly fewer tasks in the allotted time than when working individually, therefore the number of stages in the activities and tasks to consolidate the rules for the group should be less than for an individual student.

2. It is necessary to divide the class (in advance when preparing for the lesson) into groups of three people (at first the groups should not be made large). Each group should have strong, average and weak students, boys and girls.

Students need to be given the opportunity to determine for themselves the function of each of them when completing a task, and also remind them that it is necessary to provide such roles as the organiser of the activities of each student (monitors the activity of their partners in the group), monitoring the culture of communication and mutual assistance within the group; editor (monitors the correctness of the task) and leader (takes responsibility to prepare all his or her partners for a report or report on the completed task). These are very important roles and students must perform them alongside with their academic assignments.

3. If the task involves answering questions on new material, a teacher needs to formulate two or three questions for each student in the group, and the most difficult questions should be addressed to the strongest student, s/he should answer first. One of the remaining two students will either find confirmation (or refutation) of the first student's answers in the text, and the third student must, for example, record these answers, find them in the text, or come up with examples that confirm the idea expressed or, on the contrary, refute it. Students should change roles in a circle. Thus, they jointly answer all the questions and present them to the whole class for discussion as a whole group. If the questions provide the possibility of a

variable answer reflecting the point of view of the respondent, then not only are arguments in favour of this point of view necessary, but also an attempt to find a common opinion of the entire group, which involves discussion. Completing such a task requires more complex intellectual and communication skills, which include a certain formulation of tasks.

If students are given an activity or a task, then a teacher can either invite all students to solve it individually and present their version with appropriate explanations for group discussion, or first ask a weak student to solve this problem, also explaining each of his or her actions, or perform the actions, parts of the activity "according to spinner", also with comments. As a result, the group must present one option for solving the problem, and any student (on the teacher's choice) must be able to give the necessary explanations, i.e., justify his or her answer. Obviously, in this case, too, it is possible to organise students' activities in the form of a discussion, asking them to think through different solutions and find the most rational way because of a joint discussion in a small group.

4. It is necessary to outline which of the three students will be the speaker (this does not have to be a strong student, the rest of the group members should be ready at any time to give appropriate arguments in support of the speaker's answers, to complement his or her speech). Students from other groups can ask the responding student any questions about the material being discussed. This is very important because it also encourages the group to take joint activities more seriously. Each addition from members of this group or other groups is encouraged by a teacher and brings additional points to the team, as well as questions.

5. One score is given to the entire group.

6. It is necessary to ask the student, who was previously assigned the role of leader, how actively each student in the group took part in the work and how the partners helped each other.

7. To avoid awkward conversations about selecting groups, it is necessary to explain to students that during the year each of them will have the opportunity to work in various groups with almost all the students in the class. Before the groups

begin to work, they should be reminded of the responsibility for each of the partners.

8. Group work should be organised and managed by a teacher in a variety of ways: students should be given the opportunity to discuss new material (or homework) in groups before they begin individual work. In some cases, on the contrary, it is first necessary to complete an individual task, and then a joint one, which will be assessed. Students must ensure that each student completes the task correctly and consciously. Both joint and individual efforts can be assessed.

The implementation of the third pedagogical condition – the introduction of a system of assessment for development – involved the use of formative assessment, self- and peer assessment, which contributed to the development of students' educational autonomy, their awareness of their own progress, and the formation of responsibility for the results of educational activities.

It is worth remembering that a teacher's task is not to convict a student of ignorance, but to teach. If the group did not cope with the task, then perhaps it was too difficult for this group, or the group does not yet have enough practice to develop a stable skill (therefore, this group needs to be provided with additional practice). In any case, the solution to the problem lies in the professional activity of a teacher, and not in punishing a student.

9. It is necessary to clearly explain at the beginning of the lesson and before working in groups the aim, not only cognitive, but also social.

10. Throughout the work, a teacher must monitor the activity of students and help any group if necessary. At the same time, a teacher must always remain friendly, speak quietly, teaching students to conduct discussions without raising their voices during group work.

A teacher needs to use interaction technology starting with small fragments of the lesson. If students accept this type of work and the training brings fruit, then the task can be gradually complicated, and the size of the groups increased to 6 students.

Classroom management in this case requires flexibility, empathy, and the ability to adapt to the changing needs and dynamics of group interaction. By actively supporting and stimulating group members, you can create a supportive and productive learning environment for everyone, a situation of psychological well-being. Classroom management in small interaction groups requires a special approach that considers the characteristics of such a learning environment and child-centredness. Here are some key features of classroom management in this context:

- creating a supportive atmosphere and a situation of psychological well-being. In small groups, it is especially important to create an atmosphere where each participant feels welcomed, respected and important. This can be achieved by promoting respectful treatment, support and mutual respect between group members. When working in small groups, it is important to be prepared to respond quickly to various incidents and conflicts. A teacher should provide a safe and supportive environment where everyone in the group feels safe and respected;

- consideration of child-centred approach. It is important to consider the individual needs of each group member. This may include different levels of knowledge and skills, different learning styles, and different cultural and personal backgrounds. A teacher should encourage active participation of each group member. This may include encouragement to ask questions, express thoughts and ideas, and actively participate in discussions and group assignments;

- time and assignment management. Effective time and assignment management is especially important in small groups where a teacher's attention is divided among fewer participants. A teacher should clearly structure his or her lessons, set aims and expectations, and keep track of time to ensure smooth progression through the material;

- support interaction and communication. A teacher should promote the development of interaction and communication skills among group members. This may include conducting group activities, activities to develop communication skills and encouraging mutual help and support;

- effective use of resources. In small groups, it is important to make efficient use of available resources, including time, space, materials and technology, making socio-emotional learning. A teacher should plan activities in advance to make the most of available time and ensure access to necessary materials and equipment.

To create all the conditions for the organisation of small groups of interaction in classroom and manage them based on a child-centred approach to the greatest extent is possible precisely in the English language class. First, the purpose of this subject is to teach communication in a foreign language. Secondly, in the English lesson, it is possible not only to teach students to work in a team, but also to recreate various situations that arise in the everyday life of a student. Thirdly, the English language always contains something new, previously unknown to a school student, therefore it arouses great interest in him or her.

In the study process, the interaction in small groups contributes not only to the development of personal formation of students – creative and cognitive activity, independence, interest, but also to the formation of interaction necessary for students in a wide range of communication and interpersonal situations, which involves modeling communication, the ability to express an attitude to the subject of communication, to recognise the alternatives of verbal actions.

In the process of learning English, the interaction is based on joint activity, since students already have experience of communication and cooperation in the conditions of game activity since primary school age. In this regard, role-playing games that promote interaction between students have great potential in institutions of basic secondary education, since students are united by common educational aims. The ability of students to work together in small groups is an effective means of interaction between a teacher and students.

It is known that in joint educational activities, the efforts of students are united in solving educational problems:

a) the amount of acquired knowledge increases; b) students' cognitive activity increases; c) their creative independence grows; d) the process of acquiring knowledge and skills is accelerated and motivated; e) students get more pleasure

from being busy; f) the relationship between students and a teacher improves and it is easier to manage a classroom; g) increases mutual respect, humanism in the community; h) it is easier for a teacher to organise the learning process, taking into account students' mutual inclinations, the level of their training, and the pace of learning. Therefore, it is possible to consider the small interaction groups as the most effective method of classroom management, especially in English lessons in institutions of basic secondary education.

In the context of the Core Curriculum of English Language Teaching Methodology, the terms *activity* and *task* are often used to describe different types of language-learning exercises and experiences. While they may seem similar, they have distinct definitions and purposes in language instruction. Here's a breakdown of both terms and their differences and similarities [243].

An activity is a specific action or exercise used in language teaching that allows students to practice language skills (e.g., speaking, listening, reading, writing). Activities can range from simple drills to more complex interactive exercises. They are often short in duration and focus on practicing specific language forms or skills. Activities may concentrate on grammar, vocabulary, pronunciation, or other aspects of language. They are usually well-defined with clear instructions and objectives. Typically, activities are not meant to be long-term tasks but rather short exercises to reinforce or practice specific language points. Examples of activities: pronunciation drills, flashcard games for word recognition, grammar exercises like sentence transformation

A task refers to a more comprehensive and meaningful language use of exercise. It involves using language for communicative purposes in real-life situations or simulations, requiring learners to employ problem-solving or decision-making skills. Tasks generally simulate real-world scenarios where learners must use language in context, integrating multiple language skills (e.g., speaking, listening, reading, and writing). Tasks are often designed to reflect real-life situations where learners need to communicate effectively. A task typically has a clear aim or outcome (such as a report, presentation, or decision). Tasks tend to

take more time to complete compared to activities and often require collaborative work and interaction. Tasks encourage the use of language in a natural, fluent manner, often prioritising meaning over form. Examples of tasks: planning a trip (students use language to discuss, plan, and create an itinerary), role-playing a job interview or a customer service scenario, writing a letter of complaint, conducting a survey and presenting the results.

Activity is more focused on practicing specific language points (grammar, vocabulary). Task is broader, involving communication and problem-solving using language in a real-world context, often integrating multiple language skills (speaking, listening, reading, writing) in a meaningful context. They are designed to help students practice and improve their language skills, involve active participation by students, engaging them in the language learning process, integral to language teaching, allowing the integration and practical use of skills in meaningful contexts [243].

Table 2.3.

Formation of interaction between students during the performance of activities and tasks

Type of interaction	Description
Joint performance of the task in a small group of interaction	Active interaction of group members, interest in the study process, clarifications and corrections contribute to a deeper understanding of the educational material, use of one's own thoughts, involvement in activities, development of cognitive and creative activity, development of intellectual abilities, involvement in activity.
Role playing	Development of interest, exchange of thoughts, information, development of creative and cognitive abilities, manifestation of initiative, willingness to interact, enthusiasm, motivation to learning.
Dramatisation of stories	Creation of favourable conditions for the work of students, contributing to the manifestation of their activity; willingness to interact, ease of establishing contact, development of initiative in task performance, increase in cognitive and creative activity, interest, intellectual capabilities, increase in motivation.

Interaction and emotional relationships among members of the small group arise based on joint activity, as well as discussion by participants of ways of their actions. It has been proven that when working in small groups, the productive creative activity of students is activated, while each of students enters a new field of activity for him or her, not as a flawed personality crushed by his or her

incompetence and ignorance; on the contrary, s/he experiences a sense of creative self-worth, realising his or her opportunities in joint activity [82].

The task of a teacher is not only to organise small groups of students, but to establish friendly relations with students, develop their interest in everything that is happening, create an atmosphere of benevolence, mutual respect and trust, compliance and, at the same time, initiative. Work in small groups is less tiring for students, as they are in closer contact with each other. Students work in small groups according to the principle "if you know yourself, tell the other", "if you know how, teach the other". In small groups, a student learns to objectively compare his or her own skills with the skills of his or her peers, to compare his or her opinion with the opinions of his or her groupmates and a teacher, which contributes to the formation of interaction between them [136].

The formation of interaction between students at the middle stage of learning English occurs if students are combined in small groups of threes, fours, etc. for the emergence of communication, after which a topic appears for discussion and completion of the task.

In the study process, students work in small groups, consult with each other, which is explained by the need for students to socialise. The formation of interaction between students in the process of learning English occurs during the exchange of thoughts, information, and experiences. When working in small groups, students learn to act in a coordinated manner, experiencing a sense of collective responsibility for the result of joint activities. Working in small groups makes everyone's efforts and abilities obvious, developing students' creative and cognitive abilities, which undoubtedly contributes to the formation of interaction between students during English language learning. Successful relationships in the small group contribute to the well-being of the interaction between a teacher and students, if in case of difficulties in completing the task, a teacher provides support and approval of success.

To form interaction between students in the process of learning English at an early stage, it is expedient to offer students the staging of stories and events with

the appropriate pedagogical instrumentation, which causes significant activity and interest in students. Acting out a dialogue between characters and other methods of game actions contribute to the manifestation of mutual understanding, enlivening the study process, bringing humor and warmth to the relationship between a teacher and students, which favorably affects the process of forming interaction between students in the group.

When managing classrooms in small groups, the activities of weak students are especially intensified, they get more opportunities to demonstrate their abilities than when organising interactions in a frontal way. Therefore, when choosing a small group, a teacher should consider psychological compatibility, the desire of students, as well as opportunities for successful joint activities. In the process of managing classrooms in small groups, a teacher should carefully monitor the progress of cooperation of students in different groups, acting as an arbiter in all disputes if necessary, directing interaction in progressive development.

Joint performance of tasks in English lessons contributes to the formation of students' own thoughts, develops their imagination and initiative, activates creative and cognitive activity, and students' motivation to learn. In addition, we observe the involvement of students in educational activities.

Combining group work with individual activities in English language learning within a child-centred approach can foster interaction between students in several ways:

- a teacher starts the lesson with a group discussion or brainstorming session where students can share their ideas, opinions, or prior knowledge on the topic. This encourages interaction among students as they exchange thoughts and perspectives;

- a teacher divides the class into small groups and assigns tasks or activities that require interaction and communication. For example, students can work together to solve a problem, complete a task, or discuss a text. This promotes interaction in a more friendly setting, allowing students to engage with each other more actively;

- a teacher should incorporate moments of individual reflection into the lesson where each student has time to think about the topic or task independently. Afterward, a teacher provides opportunities for students to share their reflections in small groups. This allows for both individual processing and group interaction;

- a teacher assigns different roles within the groups and rotates these roles throughout the lesson. This encourages all students to actively participate and interact with each other;

- after completing individual tasks or activities, a teacher encourages students to provide feedback to their peers. This can be done through peer review sessions, where students offer constructive feedback on each other's work. Peer feedback not only fosters interaction but also enhances learning as students engage in critical thinking and reflection;

- a teacher should use digital technology to facilitate interaction, even during individual activities. For example, students can use online platforms or messaging apps to ask questions, seek clarification, or interact with their peers outside of class time. This allows ongoing interaction and support, blurring the lines between individual and group work.

Testing the theoretical provisions of this study and the effectiveness of the developed activities when managing classroom in small groups of interaction using the textbooks by O. Karpiuk was carried out on the basis of 6 schools and included four stages.

Experimental groups of students, as well as a control group, were arbitrarily chosen to conduct experimental training. The age of the students who made up the experimental groups and the control group was 12-15 years. Experimental training was carried out in the period from 2020 to 2022 academic years. 460 students participated in experimental training: 257 girls and 193 boys. According to the level of development of students, it was possible to characterise them as follows: students with a high level of development accounted for 41% of the total, students with an average level of development accounted for 37% of the total, students with a problematic level of development accounted for 22%.

The search stage was carried out immediately after the preparatory stage, during which all students received an idea of working in small interaction groups, and it was possible to move on to organising the study process in the classroom using this type of activity. However, it was important to determine how accessible and understandable the tasks and activities we developed were to students, as well as how quickly they could adapt to work in various forms of interaction. Therefore, the search stage included checking:

- accessibility and effectiveness of the tasks and activities we have developed for this type of activity for students of different levels of training in various forms of interaction;

- students' proficiency in certain recommended techniques of learning in interaction in small groups ("Spinner", "Leader", "Jigsaw").

Two groups of students were selected, which included a weak student, a strong student and an average one. The search stage of the experiment was carried out outside school hours.

During the search phase of the experiment, individual tasks and activities were adjusted depending on the observed results of the work. For this purpose, an observation diary was kept. Only after the experimenter was convinced that all the types of activities and tasks, he recommended were quite accessible to the students, and they were quite free to adapt to changing forms of interaction in small groups, the experiment was transferred to the lesson for all students.

At the final stage, a final cut was carried out to identify the developed skills and abilities, process and interpret data and develop recommendations for training in small groups of interactions in institutions of basic secondary education.

The experiment was carried out for 2020-2022 years. 4 experimental and 1 control groups were formed with different levels of language knowledge. The training was conducted according to the textbooks by O. Karpiuk in accordance with the recommendations of the author of the educational and methodological package, with the only difference that in the experimental groups' activities and tasks for learning in interaction were systematically used.

To ensure scientific objectivity, validity, and representativeness of the results of the pedagogical experiment, five instructional groups were formed in the study: four experimental groups and one control group.

The control group (CG) was necessary to record the baseline level of the formation of the studied indicators; compare the results of traditional instructional organisation with the results obtained through the implementation of the developed system; exclude the influence of external factors (age-related development, general learning progress, overall academic workload) that could distort the experimental outcomes.

The inclusion of four experimental groups (EG-1, EG-2, EG-3, EG-4) was deliberate and methodologically justified, which can be explained by the following factors.

1. Verification of the universality of the developed system. The application of a child-centred approach and the organisation of learning in small interactive groups must consider differences in educational contexts; students' levels of language proficiency; psychological characteristics of class collectives.

The use of several experimental groups made it possible to test the effectiveness of the proposed classroom management not in a single isolated class, but under diverse instructional conditions, thereby increasing the generalisability of the research results.

2. Possibility of variable implementation of the classroom management components. In each experimental group, certain emphasis in the implementation of classroom management differed slightly (intensity of group interaction, types of tasks, degree of learner autonomy). This made it possible to identify the most effective pedagogical conditions; trace which components had a decisive influence on learning outcomes.

3. Ensuring statistical reliability of the results. The presence of four experimental groups reduced the risk of random results and allowed the researchers to compare outcomes not only between the experimental groups and the control

group, but also among the experimental groups themselves; confirm the stability and consistency of positive changes.

The combination of one control group and four experimental groups enabled a comprehensive examination of the effectiveness of the proposed classroom management within a child-centred approach to learning.

In an experimental study of the effectiveness of the child-centred approach in English lessons in grades 7–9, criteria were used that reflect the motivational-cognitive and content components of learning. In particular, the following indicators were identified: the formation of positive motivation for learning, students' cognitive interest, and the quality of their knowledge. Each of these criteria has its own definition in psychological and pedagogical literature.

Motivation for learning is an internal driving force, a system of student motives that encourages them to master knowledge. Learning motivation is "based on a need that stimulates students' cognitive activity, their readiness to master knowledge". In other words, a high level of motivation means that the students realise the value of educational activity and strive for it on their own initiative. Motivation is traditionally measured using questionnaires or by observing students' activity during the lesson.

Cognitive interest is an emotionally conditioned, intellectual fascination with the subject of study. As stated in psychological and pedagogical sources, "cognitive interest is any interest in the subject", which is manifested by the need to study new aspects and establish cause-and-effect relationships. That is, with such interest, students are more actively looking for information, asking questions and completing tasks with enthusiasm. In educational practice, cognitive interest is diagnosed through student surveys, projective methods (questionnaires, drawings) or analysis of behavior in the lesson (interest in the topic, voluntary participation in additional tasks, etc.).

The quality of students' knowledge is assessed through the depth and systematicity of their understanding of the material. For example, as shown in theoretical works, the depth of knowledge is the number of perceived significant

connections between facts, and the "effectiveness of knowledge" is the student's readiness and ability to use them in a typical or problematic situation. The systematicity of knowledge is manifested when the structure of the student's knowledge is consistent with the structure of scientific knowledge, and awareness is in the student's understanding of the methods of obtaining this knowledge. The quality of knowledge is usually measured through the results of tests: deeper knowledge is manifested in the student's ability to explain concepts in detail and solve non-standard tasks, and superficial knowledge is manifested in the mechanical reproduction of facts.

The choice of these criteria (motivation, cognitive interest, and quality of knowledge) to assess the effectiveness of the method is justified by the psychological and pedagogical orientation of the child-centred approach. This approach is based on the humanistic and socio-cognitive paradigm of learning, which places a student's personality at the centre of the educational process. It involves active cognitive activity, partner interaction in small groups, support for emotional well-being, and individual educational trajectories. An example of such principles is the New Ukrainian School Curriculum, which emphasises a child-centred approach, socio-emotional learning, and psychological comfort of students. Therefore, the criteria of motivation and cognitive interest are related to the values of humanistic pedagogy (respect for children's personalities, development of their independence), and the quality of knowledge corresponds to the competency-based approach (depth of understanding and application of knowledge). Thus, the selected criteria are consistent with the purpose of the experiment: to increase student engagement and make learning more effective and meaningful for them.

To quantitatively assess the above criteria, the study used various diagnostic tools. Students' motivation was measured using psychodiagnostics methods (questionnaires). In particular, the "Students' Academic Motivation Scale" is widely known, which was created to diagnose the motives of middle school students. Cognitive interest was investigated through questionnaires and observations (for example, the level of interest in the topic of the lesson, activity in

the discussion, the desire to study the material in depth). The quality of knowledge was checked by English tests, while analysing not only the number of learned facts, but also the meaningfulness of the answers and the ability to apply knowledge in practice. A comprehensive assessment according to these criteria allowed us to record positive changes in the experimental groups, which confirmed the success of the proposed methodology in comparison with traditional forms of lesson organisation.

The conducted experiment provides an opportunity to confirm that the use of child-centred approach to education, socio-emotional and blended learning in the environment of psychological well-being and a set of digital technological solutions in institutions of basic secondary education in theoretically justified ways will contribute to the humanisation of the study process, in particular, to increase the levels of the formation of positive motivation and cognitive interest, as well as the levels of awareness and strength of knowledge acquired by students. Given that the formative experiment was conducted with the aim of determining the effectiveness of the implementation of the proposed method of classroom management in the real educational process according to a child-centred approach, at the control stage we analyse the results of the experiment in each experimental group, comparing them with the data of the control group. During the control stage of the experiment, the same forms of work in the English language were conducted for students using the same methodology as during the ascertainment experiment. The results of ascertainment and formative experiments were summarised both in tables and in a graphic form.

During the control stage of the experiment, the level of the formation of positive motivation and the increase in cognitive interest of the compared control and experimental groups was studied, which was carried out by the method of survey (questionnaire) and pedagogical observation. We drew conclusions about the awareness and strength of knowledge, skills, and abilities based on the results of the tests that were offered immediately after studying the topic.

In the process of analysing the quality of students' knowledge, a method of comparing the increase in the average coefficient of the knowledge level of students in the experimental groups and the control group was used. In each group, the average coefficient of the level of knowledge before and after the experiment (increment Δ k) was determined. To check the probability of comparing the increase in the average coefficients of the knowledge level of students of the control and experimental groups, we used the Pearson agreement criterion ($\chi2$ criterion), which serves to compare the distribution of objects of two sets from the point of view of a certain property.

To ensure the validity and reliability of the experimental results, a multi-faceted diagnostic toolkit was employed based on the principle of data triangulation. The effectiveness of the child-centred classroom management was evaluated through three core criteria: Motivational criterion (assessed via student surveys and engagement observation); Cognitive criterion (measured by the level of cognitive interest using specialised scaling); Result-based (Content) criterion (evaluated through academic achievement tests and the calculation of the average knowledge coefficient. The homogeneity of the experimental (EG) and control (CG) groups at the pre-test stage was verified using the Pearson's chi-squared test, ensuring that the starting conditions were statistically identical ($p > 0.05$).

The pedagogical experiment consisted of three main stages: the ascertaining, formative and control stages. In addition, a preparatory (search) stage was carried out prior to the main experimental stages and had an auxiliary character. Each stage had its own objectives, content, and methods, which are described below.

To determine the levels of the formation of positive motivation and cognitive interest, we resorted to such research methods as observation and surveys (questionnaires, interviews), which "must meet the requirements of validity, reliability, objectivity and rational organisation" [52, p. 2–10]. Such a psychological category as motivation is not subject to quantitative measurement, since it is "a person's genetic orientation to self-realisation in accordance with his or her innate abilities for certain types of activity and perseverance in mastering it

at a creative level" [56, p. 32], it is an urge to any kind of activity. An activity can't be unmotivated, unless it is based on hidden motives, which the subject does not seem to be aware of. We consider cognitive activity, and in this aspect the issue of positive motivation comes to the fore. Thus, we consider it necessary to study the formation of positive motivation. Motivation to study appears in a child at a certain age and depends on the influence of the environment.

Educational motivation, as is known, can be both positive (a student's conscious attitude to acquiring knowledge) and negative (reluctance to learn), both internal (motives) and external (stimuli). Further personal development of a student depends on the orientation of the motives. Given that motives are immutable, the creation of positive motivation consists in the formation of new positive motives for learning. If teachers manage to replace negative or hidden motives with high ones, those that determine the needs of a person for self-education, self-development, creativity, constant acquisition of knowledge, using new methods, modes, learning facilities, it can be considered that they have created conditions for humanising the learning process.

Based on the study of the formation of motivation among students conducted by T. Mykhaylenko [138], we determined the indicators and criteria of the level of the formation of positive motivation in the conditions of humanisation of the study process by means of the specified methods of classroom management.

The indicators of this process are specified as students' recognition of the personal value of learning and a stable positive attitude towards educational activities, manifested in their involvement in classroom interaction and willingness to participate in learning tasks.

The criteria assessed through observation and questionnaires include:

– the ability to set personal and learning-related aims in accordance with lesson objectives;

– the degree of positive learning motivation, reflected in interest, initiative, and persistence in task performance;

– elements of self-realisation, such as independence, responsibility for learning outcomes, and readiness for self-expression;

– manifestations of learning activity during the lesson, including active participation in small-group interaction, communicative engagement, and cooperation with peers.

Based on the results of the observation, it was planned to generalise the data obtained to interpret them for the distribution of students of institutions of basic secondary education according to the levels of positive motivation (low, medium and high). A low level of positive motivation is characterised by reluctance to learn, lack of motivation for educational activities and inclination to any type of cognitive activity, frequent diversion of attention, termination of tasks in case of difficulties. The average level is characterised by a partial desire to learn, partial motivation for educational activities, incomplete correlation of interest and inclination to any type of cognitive activity, episodic distraction, appeal for help in case of difficulties during the performance of tasks. A high level is characterised by the motivation to educational activity, a tendency to any kind of cognitive activity, concentration of attention on the lesson, the desire to perform creative, additional tasks, independent selection of tasks of different levels of complexity, continuation of tasks in case of difficulties.

To record the results of the experiment according to the measurement theory by S. Stevens, a measurement indicator was defined for its quantitative determination. In the Stevens' concept, "measurement indicators are unambiguously determined by the measuring scale by which it is carried out" [263, p. 3–26] by assigning numbers to the participants of the experiment according to the measurement criteria and the use of which make it possible to classify the objects of measurement. The number obtained because of measuring the level of positive motivation in the control and experimental groups in a dichometric nominative scale shows the presence of a feature accepted as a criterion. In our study, the following numbers were assigned to the observation results at the ascertaining and control stages of the experiment:

- number "0" - for students who did not have signs of positive motivation criteria;

- number "1" - for students who show signs of positive motivation criteria from time to time;

- number "2" - for students who have signs of having the criteria of positive motivation defined above.

We have developed a special measurement scale based on four defined criteria of positive learning motivation: the ability to set learning aims, the degree of manifestation of positive learning motivation, elements of self-realisation, and manifestations of activity during the lesson.

Each criterion was assessed through observation and questionnaires and evaluated on an 11-point scale (from 0 to 11 points). The overall level of positive motivation was determined by the total score across all criteria (maximum – 44 points).

According to the obtained results, the following levels were distinguished:

– 0–15 points – low level of positive motivation;

– 16–31 points – average level;

– 32–44 points – high level.

Positive motivation is closely intertwined with the concepts of the needs and interests of each student and is the key to increasing cognitive interest, which acts as one of the factors of humanisation of education in terms of education of a personality capable of self-realisation and conscious learning. It is in adolescence that interest is the most flexible indicator of the development of cognitive activity. O.Stom, analysing the issue of forming the cognitive interest of students, defines the three-component structure of this concept: the intellectual component (cognitive activity of students in lessons and outside of class); volitional component; emotional component (emotional mood when performing cognitive activity) [204]. These components bear the objects of measurement in our case. The criteria for these indicators are for the intellectual component: questions and their nature, raising a hand; for the volitional component: student's behaviour in

classroom, student's behaviour when encountering difficulties; for the emotional component: emotional reactions of students in the lesson.

The number obtained because of measuring the level of cognitive interest in the control and experimental groups in a dichometric nominative scale show the presence of a feature accepted as a criterion. In our study, the following numbers were assigned to the observation results during the ascertaining and control stages:

- number "0" – for students who did not have any signs of cognitive interest criteria;

- number "1" – for students who show signs of cognitive interest criteria from time to time;

- number "2" – for students who have signs of the presence of criteria of cognitive interest.

Based on the results of the observation, it was planned to generalise the obtained data for the purpose of their interpretation with the involvement of special statistical methods for the distribution of students according to the levels of cognitive interest formed in them (low, medium, high). A low level of cognitive interest is characterised by cognitive inertia, episodic interest in entertaining activities in the lesson, lack of inclination to any type of cognitive activity, frequent distraction of attention, termination of tasks in case of difficulties, emotionally unfavourable background of cognitive activity, active operation of knowledge, skills at the reproductive level of assimilation. The average level is characterised by cognitive activity that requires the encouragement of a teacher, interest in the essence of phenomena, incomplete correlation of interest and inclination, episodic distraction of attention, turning to a teacher or a friend for help when difficulties arise, an emotionally favourable background of cognitive activity, active operation of knowledge, abilities, skills at the reproductive and constructive level of assimilation. A high level is characterised by cognitive activity in classroom, interest in discussing observations from personal experience, correlation of interest and inclination (free time is devoted to the subject of one's interest), lack of distractions in classroom, a desire to independently overcome

difficulties when performing complex tasks, emotionally favourable background of cognitive activity, active operation of knowledge, abilities, skills at the creative level of assimilation.

We have developed a special measurement scale according to the number of defined criteria for the desire for active cognitive activity:

- 0-12 points correspond to a low level of cognitive interest;

- 13-24 points – average level of cognitive interest;

- 25-36 points – a high level of cognitive interest.

Considering that observation can be used only in combination with other methods of pedagogical research; to clarify and deepen the observation data, we used survey methods as questionnaires and interviews, which are one of the types of conversation. Questionnaires make it possible to structure questions of interest to the researcher by direction, significance, and due to the dynamics, mobility of its implementation, and relative simplicity of processing, it is possible to quickly monitor students' levels of positive motivation and cognitive interest in learning English.

To check the level of awareness of knowledge, diagnostic control papers in the English language were developed in the form of tests and the criteria for evaluating the results were determined. The definition of criteria is based on the understanding of awareness as one of the qualities of knowledge, which is characterised by the ability to identify, establish, and prove connections between subjects, their elements, concepts, and phenomena. The control papers were based on general provisions regarding the content of tests to determine the level of awareness [201].

Tasks aimed at determining the first level of awareness (low) were aimed at revealing the ability of students to reproduce the learned material in accordance with the internal structure and nature of each type of knowledge based on analysis (selection, recognition of language units from a number of the same or different types; distribution of language units levels; determination of the properties of language units based on the learned theoretical provisions)); performance of

elementary operations related to the norms of the use of language units according to their properties.

Tasks aimed at determining the second level of awareness (medium) were aimed at revealing the ability of students to prove, compare, and systematise signs of knowledge (illustrating language phenomena with their own examples; constructing language units according to the presented schemes; using language units in one form or another according to their communication with other forms; distribution of the text).

Tasks aimed at determining the third level of awareness (high) were aimed at revealing systematic and generalised mastery of the material and the ability to creatively use the acquired knowledge in non-standard situations (application of theoretical knowledge for independent conclusions made on the basis of the analysis of linguistic phenomena; development of individual techniques for solving cognitive tasks; situational activation of language units, their use for the purpose of expressing a certain content and building a coherent statement).

The number of students according to the levels of awareness formation (low, medium, high) was determined by analysing the results of control tests followed by calculating the average arithmetic indicators for each group.

The humanisation of education, in our understanding, especially for students of institutions of basic secondary education, is aimed at creating a comfortable learning environment, a situation of psychological well-being and finding ways to facilitate the acquisition of quality knowledge, increasing interest, motivation in learning, which will be facilitated by classroom management in small groups of interaction according to child-centred approach. We believe that the effectiveness of educational activity should not be expressed abstractly, but in quantitative units that reflect the difference between the actual level of learning the material (lesson, topic, course, etc.) and its ideal (one hundred percent) mastery, which is one of the ultimate aims of humanising the study process. Therefore, in our opinion, it is appropriate to use such an indicator as the strength of knowledge assimilation, which is "provided by the entire system of the study process, starting with the

presentation of it (knowledge) by a teacher and ending with its application in various types of activities" [4, p. 65-69]. To present in unity, the process of acquiring knowledge and its result, scholars came to define learning criteria – levels of mastery, which are understood as "the degree of mastery of the activity achieved by students as a result of learning" [23, p. 37-40]. When considering the issue of elucidating learning criteria, S. Bondar emphasised the convergence of the concepts of assimilation and conscious application of knowledge [23]. Indeed, when checking acquired knowledge, skills, and abilities from any school subject, the student's ability to apply them in practice becomes the criterion of learning. Structural units of learning can be levels of assimilation. The education reform, which is currently underway in accordance with the Law of Ukraine "On General Secondary Education", outlined exactly four levels of educational achievements of students, which in general didactic terms are determined by the following characteristics [80]: I level – primary (1-3 points); II level – medium (4-6 points); III level – sufficient (7-9 points); IV level – high (10-12 points). In our opinion, these levels can be correlated with the levels determined by scholars and considered equivalent to the levels of strength of knowledge.

Control papers were selected to conduct an ascertainment experiment and determine the initial level of education of potential participants of the experiment. We chose such forms of assessment of students' language knowledge and skills as tests, given that they are the main ones for testing spelling literacy and theoretical knowledge. Using the methodology developed by I. Pidlasy [164], we conducted a quantitative and qualitative analysis of the results of the diagnostic assessment.

As mentioned above, during the preparatory stage we developed several experimental materials. As a rule, it is difficult for students of institutions of basic secondary education due to their age characteristics to understand the target orientation of studying a particular subject, so an important task for a teacher is to find a way to facilitate and humanise the very process of acquiring solid knowledge by increasing positive motivation for learning, awakening interest, due

to the involvement of various methods, modes, techniques, learning facilities, among which special methods of classroom management deserve special attention.

In addition to the method of expert evaluations, a survey of teachers was used to find out their opinion about the possibilities and expediency of teaching English in small groups of interaction in school practice with the aim of humanising the study process. As a result of the survey of English language teachers, both positive and negative evaluations were received.

After analysing the questionnaires and respondents' answers, we can note:

1. Teachers generally have a positive attitude to the introduction of a certain methodology of classroom management into the study process (87%). They are attracted by group forms of work, creativity in the presentation of educational material, emotionality, dynamism, the possibility of providing the student with the individual pace of the lesson, etc.

The rest of the teachers expressed a negative attitude to the mentioned issue, motivating it by their own reluctance to master new methods and develop additional materials, and lack of material interest.

2. Teachers believe that the introduction of certain methods of classroom management into the study process is hindered by:

- lack of developed necessary additional materials (57%);

- insufficient awareness of teachers regarding these methods (72%);

- lack of relevant methodological recommendations (84%).

3. 54% of respondents noted that the organisation of English language learning in small interaction groups according to child-centred approach has a humanising effect on learning.

The results of expert evaluation, questionnaires, and interviews of teachers indicate the feasibility of using the method of managing the classroom in small groups of interaction as a means of humanising the study process in institutions of basic secondary education, which indicates the relevance of our research.

The ascertainment stage of the experiment was conducted to obtain primary data about the participants of the experiment. Since the effectiveness of the

implementation of methods of humanising the study process was determined by the change in the result, which corresponded to the natural conditions of learning, the experimental and control classes were not equalised. The experimental group included classes with lower average indicators.

According to student questionnaires, the levels of positive motivation and cognitive interest were determined to be approximately the same in both experimental and control classes.

Through the interview, which in our case took place in a somewhat unusual form – written, we found out the students' attitude to learning in small groups of interaction. Children were asked to answer the "journalist's" question: "Would you like to learn English in small groups, support and help each other?" The students' responses showed an approximately equal number of supporters and opponents of small group learning (54% to 46%, respectively). It is interesting that girls give a positive assessment of such training more often than boys.

To analyse the probability of the correctness of the distribution of students into the experimental groups and the control group, between which there should not be significant differences in the levels of educational achievements, we put forward a null hypothesis about the presence of such differences. To check it, we used the Pearson agreement criterion ($\chi2$ criterion), which serves to compare the distribution of objects of two populations from the point of view of a certain property. We selected 50 diagnostic test papers from the experimental groups and the control group of students using the method of random sampling for quantitative analysis, which we divided into four statistical categories corresponding to four levels of educational achievements of students: initial (1-3 points), average (4-6 points), sufficient (7-9 points) and high (10-12 points).

Information about the results of the control works included in the samples is presented in Table. 2.4.

Table 2.4

The results of the test papers of students included in the selection

Name of the sample	Category 1 initial (1-3)	Category 2 average (4-6)	Category 3 sufficient (7-9)	Category 4 high (10-12)
E	7	19	16	8
CG	6	16	21	7

The statistical value of χ^2 criterion was calculated according to the formula:

$$\chi^2 = \frac{1}{n_e n_k} \sum_{i=1}^{c} \frac{(n_e O_{ki} - n_k O_{ei})^2}{O_{ei} + O_{2ki}}$$

where n_e and n_k are the volumes of two samples of the i-th category,

O_{ei} is the number of objects in the first sample of the i-th category,

O_{ki} is the number of objects in the second sample of the i-th category.

c is the number of categories.

Based on the data in the table, we have:

$$\chi^2 = \frac{1}{50 \cdot 50} \cdot \left[\frac{(50 \cdot 7 - 50 \cdot 6)^2}{7 + 6} + \frac{(50 \cdot 19 - 50 \cdot 16)^2}{19 + 16} + \right.$$

$$\left. + \frac{(50 \cdot 16 - 50 \cdot 21)^2}{16 + 21} + \frac{(50 \cdot 8 - 50 \cdot 7)^2}{8 + 7} \right] = 1,077$$

The obtained data make it possible to reject the null hypothesis about the existence of differences in the levels of educational achievements of students of the experimental groups and the control group, since the calculated value χ^2 is equal to 1.077, which is less than the critical value 7.815 for four degrees of freedom at the significance level $\alpha = 0.05$.

It should be noted that the study process in both the experimental groups and the control group was carried out in accordance with the current English language programmes for students of grades 7-9.

The ascertainment experiment made it possible to find out that 23.4% of students in E-1 group, 24.6% in E-2 group, 25% in E-3 group, and 28.5% in E-4 group compared to control group CG – 23.4%. At the average level: 32.8% of students in E-1 group, 31.1% in E-2 group, 50% in E-3 group, and 57.1% in E-4 group compared to the control group CG – 50%. At a sufficient level: 36.3% of students in E-1 group, 39.4% in E-2 group, 20% in E-3 group, and 14.4% in E-4 group compared to the control group CG - 43%. At a high level: 3.4% of students in E-1 group, 4.9% in E-2 group, 5% in E-3 group, and 0% in E-4 group compared to the control group CG - 7.4%.

Thus, according to the data obtained, it can be proven that, on average, the strength of knowledge of students in the experimental groups is lower than in the control group.

Thus, the ascertainment experiment made it possible to find out that most students of the experimental groups and the control group are at the initial and intermediate levels of the formation of positive motivation, cognitive interest, as well as awareness and strength of knowledge, and have minor differences.

During the formative experiment, the following tasks were solved:

1. Determination of the method of conducting experimental lessons using the specified method of classroom management.

2. Development of the system of using the specified methods of humanising the study process (child-centred approach) both separately and comprehensively.

3. Introduction of certain ways of classroom management according to child-centred approach, both individually and directly in English lessons.

Monitoring (attending classes) and adjusting the course of the experiment was regularly carried out by us. When conducting a formative experiment, we used the methods of humanising the study process identified by us directly in English lessons in order to facilitate the conscious, informal acquisition of permanent knowledge by students of institutions of basic secondary education, to make this process creative, interesting, bright – to aestheticise it, in order to lay the

foundations based on the generated interest needs for self-education, self-improvement in later life.

To evaluate the results of the formative experiment, the criterion for changes in the formation of positive motivation and increased cognitive interest in learning, as well as the criterion for changes in the quality of knowledge acquisition (awareness and strength) and levels of cognitive abilities and skills of students, which are indicators of effective classroom management.

After processing the observation data, we obtained comparative results of the quality of students' knowledge of the English language before and after the end of the experiment for the experimental (E-1) and control (CG) groups, which are presented in Table 2.5. According to the "positive motivation" indicator, we have the following results: the number of students at low and average levels decreased from 32.8% and 62% to 18.9% and 60.4%, respectively, the number of high-level students increased from 5.2% to 20.7%. In the control group, positive changes are evident to a lesser extent: the number of students who were at a low level decreased from 35.1% to 27%, at average and high levels – increased from 57.7% and 7.2% to 62.8%, and 10.2%, respectively. Indicators of cognitive interest for experimental group E-1: the number of students with a low level of cognitive interest decreased from 32.8% to 15.5%, and with an average and high level – increased from 53.4%; 13.8% to 62.1%; 22.4%, respectively. Control group: the number of students with a low level of cognitive interest decreased from 22.6% to 13.1%, and with an average and high level of cognitive interest – increased from 58.4% and 19% to 65% and 21.9%, respectively.

The analysis of the given data regarding the distribution of students by levels of awareness and strength of knowledge of the experimental group E-1 in the English language shows the positive dynamics of these indicators. Indicators of awareness for the experimental group E-1: the number of students with a low level decreased by 22.4%, and with an average and high level – increased by 15.5% and 6.9%, respectively. Control group: the number of students with a low level

decreased by 5.1%, and with an average and high level – increased by 2.9% and 2.2%.

Indicators of the quality of students' knowledge of the English language of experimental (E-1) and control (CG) groups (in %)

Indicators	Levels	Before experiment		After experiment		Increase	
		E-1	**CG**	**E-1**	**CG**	**E-1**	**CG**
Awareness	low	58,6	11,7	36,2	6,6	-22,4	- 5,1
	average	32,8	76,6	48,3	79,5	15,5	2,9
	high	8,6	11,7	15,5	13,9	6,9	2,2
Strength of knowledge	initial	27,6	23,4	13,8	16,1	-13,8	-7,3
	average	32,8	26,2	36,2	33,6	3,4	7,4
	sufficient	36,2	43	41,4	42,3	5,2	-0,7
	high	3,4	7,4	8,6	8,0	5,2	0,6

To analyse the probability of the results of determining the level of awareness of knowledge in the English lessons of the experimental E-1 and control C groups, we put forward a null hypothesis about the absence of such discrepancies. To check it, we used the Pearson agreement criterion ($\chi2$ criterion).

In order to carry out a quantitative analysis from the experimental E-1 and control CG groups of students, we selected 10 diagnostic test papers from the English language using a random sampling method, which, according to the obtained results, we divided into four statistical categories corresponding to four levels of educational achievements of students: initial (1-3 points), average (4-6 points), sufficient (7-9 points) and high (10-12 points). Information about the results of the control works, which were included in the samples, is presented in Table 2.6.

Table 2.6

The results of the test papers of the students included in the samples

Name of the sample	Category 1 initial (1-3 points)	Category 2 average (4-6 points)	Category 3 sufficient (7-9 points)	Category 4 high (10-12 points)
E-1	1	3	4	2
CG	2	3	3	2

The obtained data make it possible to confirm the null hypothesis about the existence of differences in the level of knowledge of the English language of students of the experimental E-1 and control CG groups, since the calculated value of $\chi 2$ is 0.48, which is less than the critical value of 7.815 for four degrees of freedom at the significance level $\alpha = 0.05$.

According to the "strength of knowledge" indicator in E-1 group, we have the following results: the number of students at the initial level decreased by 13.8%, the number of students at the average, sufficient, and high levels increased by 3.4%; 5.2%; 5.2%, respectively. In the control group, positive changes are manifested to a lesser extent: the number of students at the initial level decreased by 7.3%, at the average and high levels – increased by 7.4% and 0.6%, respectively, and at the sufficient level decreased by 0.7%.

The conducted experimental research in E-1 group showed that the use of child-centred approach to learning the English language in small groups of interaction contributes to the formation of positive motivation, increasing the cognitive interest of students and the levels of awareness and strength of knowledge due to the use of group forms of work, interaction teaching methods, methods of stimulation and motivation.

According to the "positive motivation" indicator, we have the following results: the number of students of E-2 group, which was at a low level, decreased from 37.9% to 22.9%, the number of students of average and high levels increased from 60.7% and 5.2% to 63.9% and 13.2%, respectively. In the control group, positive changes are manifested to a lesser extent: the number of students at the

low level decreased from 35.1% to 27%, at the average and high levels – increased from 57.7% and 7.2% to 62.8%, and 10.2%, respectively. Indicators of cognitive interest for experimental group E-2: the number of students with a low level of cognitive interest decreased from 24.6% to 13.2%, and with an average and high level – increased from 59%; 16.4% to 65.6%; 21.3%, respectively. Control group: the number of students with a low level of cognitive interest decreased from 22.6% to 13.1%, and with an average and high level of cognitive interest – increased from 58.4% and 19% to 65% and 21.9%, respectively.

The results in E-2 group regarding the quality of knowledge (levels of awareness and strength) of students in the English language before and after the experiment are shown in Table 2.7.

Based on the results of the analysis of the levels of awareness and strength of knowledge of the students of the experimental group E-2 in the English language, we can draw the following conclusions: indicators of awareness of knowledge for the experimental group E-2: the number of students at the low level decreased by 11.5%, at the average and high levels – increased by 3.3% and 8.2%, respectively. Control group: the number of students at the low level decreased by 5.1%, and at average and high levels – increased by 2.9% and 2.2%.

Table 2.7

Indicators of the quality of students' knowledge of the English language of experimental (E-2) and control (CG) groups (in %)

Indicators	Levels	Before experiment		After experiment		Increase	
		E-2	**CG**	**E-2**	**CG**	**E-2**	**CG**
Awareness	low	31,2	11,7	19,7	6,6	-11,5	-5,1
	average	59,0	76,6	62,3	79,5	3,3	2,9
	high	9,8	11,7	18,0	13,9	8,2	2,2
Strength of knowledge	initial	24,6	23,4	18,0	16,1	-6,6	-7,3
	average	31,1	26,2	34,4	33,6	2,5	7,4
	sufficient	39,4	43,0	41,0	42,3	1,6	-0,7
	high	4,9	7,4	6,6	8,0	1,7	0,6

To analyse the probability of the results of determining the level of awareness of knowledge in the English language lessons of the experimental E-2 and control CG groups, we put forward a null hypothesis about the absence of such discrepancies. To check it, we used the Pearson agreement test ($\chi 2$ test). From the experimental E-2 and control CG groups of students using the method of random sampling, we selected 10 diagnostic test papers for quantitative analysis, which, according to the obtained results, we divided into four statistical categories corresponding to four levels of educational achievements of students. Information about the results of the control works included in the samples is presented in Table 2.8.

Table 2.8

The results of the test papers of students included in the samples

Name of the sample	Category 1 initial (1-3 points)	Category 2 average (4-6 points)	Category 3 sufficient (7-9 points)	Category 4 high (10-12 points)
E-2	3	2	3	2
CG	2	3	3	2

The obtained data make it possible to confirm the null hypothesis about the existence of differences in the level of knowledge of the English language of students of the experimental E-2 and control CG groups, since the calculated value of χ2 is 0.4, which is less than the critical value of 7.815 for four degrees of freedom at the significance level α = 0 .05.

Strength of knowledge in E-2 group: the number of students at the initial level decreased by 6.6%, the number of students at the average, sufficient and high levels increased by 2.5%, 1.6% and 1.7%, respectively. In the control group, positive changes are revealed to a lesser extent: the number of students with an initial level decreased by 7.3%, and at the average and high levels, it increased by 7.4% and 0.6%, respectively, and at a sufficient level, it decreased by 0.7%.

According to the indicator of "positive motivation" in group E-3 in English lessons, we have the following results: the number of students at low and average levels decreased from 35% and 60% to 15% and 55%, respectively, the number of high-level students increased from 5% up to 30%. In the control group, positive changes are manifested to a lesser extent: the number of students who were at a low level decreased from 35.1% to 27%, at average and high levels – increased from 57.7% and 7.2% to 62.8%, and 10.2%, respectively.

Indicators of cognitive interest for experimental group E-3: in English lessons, the number of students with a low level of cognitive interest decreased from 25% to 10%, and with an average and high level – increased from 60%; 15% to 70%; 20% respectively. Control group: the number of students with a low level of cognitive interest decreased from 22.6% to 13.1%, and with an average and high

level of cognitive interest - increased from 58.4% and 19% to 65% and 21.9%, respectively.

The results of ascertaining and formative experiments in group E-3 regarding the quality of knowledge (levels of awareness and strength) of the English language are summarised in Table 2.9.

We have the following indicators of awareness for the experimental group E-3: the number of students with a low level decreased by 15.0%, with average and high levels increased by 10.0% and 5.0%, respectively. Control group: the number of students at the low level decreased by 5.1%, and at average and high levels – increased by 2.9% and 2.2%.

Indicators of awareness for experimental group E-3: the number of students with a low level decreased by 20.0%, with an average and high level – increased by 5.0% and 15.0%, respectively. Control group: the number of students with a low level decreased by 5.1%, and with an average and high level – increased by 2.2% and 2.9%.

Table 2.9

Indicators of the quality of students' knowledge of the English language of experimental (E-3) and control (CG) groups (in %)

Indicators	Levels	Before experiment		After experiment		Increase	
		E-3	**CG**	**E-3**	**CG**	**E-3**	**CG**
Awareness	low	40,0	11,7	25,0	6,6	-15,0	-5,1
	average	40,0	76,6	50,0	79,5	10,0	2,9
	high	20,0	11,7	25,0	13,9	5,0	2,2
Strength of knowledge	initial (c_1)	25,0	23,4	10,0	16,1	-15,0	-7,3
	average (c_2)	50,0	26,2	45,0	33,6	-5,0	7,4
	sufficient (c_3)	20,0	43,0	35,0	42,3	15,0	-0,7
	high (c_4)	5,0	7,4	10,0	8,0	5,0	0,6

To analyse the probability of the correctness of the results of determining the level of awareness in the English lessons of students of the experimental E-3 and control CG groups, we put forward a null hypothesis about the absence of discrepancies. To check it, we used the Pearson agreement test ($\chi 2$ test). From the experimental E-3 and control CG groups of students using the method of random sampling, we selected 10 diagnostic test papers for quantitative analysis, which, according to the results, we divided into four statistical categories corresponding to four levels of educational achievements of students. Information about the results of the control works included in the samples is presented in Table 2.10.

Table 2.10

The results of the test papers of students included in the samples

Name of the sample	Category 1 initial (1-3 points)	Category 2 average (4-6 points)	Category 3 sufficient (7-9 points)	Category 4 high (10-12 points)
E-3	2	2	3	3
CG	2	3	3	2

According to such an indicator as positive motivation, in the lessons of the English language in group E-4, we have the results: the number of students who were at the low and average levels decreased from 35.7% and 60.7% to 17.8% and 42. 9%, the number of students with a high level increased from 3.6% to 39.3%. In the control group, positive changes are manifested to a lesser extent: the number of students who were at a low level decreased from 35.1% to 27%, at average and high levels – increased from 57.7% and 7.2% to 62.8% and 10.2%.

Indicators of cognitive interest for the experimental group E-4: in English lessons, the number of students with a low level of cognitive interest decreased from 32.1% to 17.9%, and with an average and high level – increased from 53.6%; 14.3% to 57.1%; 25%, respectively. Control group: the number of students with a low level of cognitive interest decreased from 22.6% to 13.1%, and with an average and high level of cognitive interest – increased from 58.4% and 19% to 65% and 21.9%, respectively.

The summarised comparative results of the analysis of the quality of knowledge (awareness and strength) in E-4 group before and after the experiment are shown in Table 2.11.

Table 2.11

Indicators of the quality of students' knowledge of the English language of experimental (E-4) and control (CG) groups (in %)

Indicators	Levels	Before experiment		After experiment		Increase	
		E-4	**CG**	**E-4**	**CG**	**E-4**	**CG**
Awareness	low	64,3	11,7	32,1	6,6	-32,2	5,1
	average	28,6	76,6	42,9	79,5	14,3	2,9
	high	7,1	11,7	25,0	13,9	17,9	2,2
Strength of knowledge	initial (c_1)	28,5	23,4	10,7	16,1	-17,8	7,3
	average (c_2)	57,1	26,2	35,7	33,6	-21,4	7,4
	sufficient (c_3)	14,4	43	42,9	42,3	28,5	0,7
	high (c_4)	-	7,4	10,7	8,0	10,7	0,4

The analysis of the given table indicates a significant positive impact of the simultaneous application of the proposed method of classroom management on the level of awareness and strength of knowledge of students in the English lessons in the experimental group E-4.

We have the following indicators of awareness for the experimental group E-4: the number of students with a low level decreased by 32.2%, with an average and high level - increased by 14.3% and 17.9%, respectively. Control group: the number of students with a low level decreased by 5.1%, and with an average and high level – increased by 2.9% and 2.2%. Strength of knowledge: the number of students of initial and average levels decreased by 17.8% and 21.4%, respectively,

and at sufficient level increased by 28.5% and 10.7%. In the control group, positive changes are manifested to a lesser extent: the number of students at the initial level decreased by 7.3%, at the average and high levels – increased by 7.4% and 0.6%, respectively, and at the sufficient level decreased by 0.7%.

Table 2.12

The results of the test papers of students included in the samples

Name of the sample	Category 1 initial (1-3 points)	Category 2 average (4-6 points)	Category 3 sufficient (7-9 points)	Category 4 high (10-12 points)
E-4	1	3	3	3
CG	2	3	3	2

In the process of analysing the quality of knowledge of students of the experimental (E-1, E-2, E-3, E-4) and control (CG) groups, the method of comparing the increase in the average coefficient of the above measurement parameters was used.

The average coefficient of the level of knowledge of students of the experimental groups and the control group before and after the experiment was calculated according to the formula:

$$k_{cp.} = \sum_{i=1}^{4} \frac{n_i k_i}{n}$$

where $k_{aver.}$ - the average coefficient of the level of knowledge of students of the entire group,

n_i is the number of students of the i-th group,

n is the number of students in the whole group,

k_i is the knowledge level coefficient (i = 1, 2, 3, 4).

The increase in the average coefficient of the knowledge level of students of one or another group ($\Delta k_{aver.}$) is an indicator of the change in the quality of knowledge and is calculated according to the formula: $\Delta k_{aver.} = k_{in.aver.} - k_{aver.}$, where $k_{in.aver.}$ – the average coefficient of the level of knowledge after the

experiment (summary cut); $k_{aver.}$ – the average coefficient of the level of knowledge before the experiment (initial cut).

This coefficient can be used when comparing the educational achievements of students of experimental groups and the control group. Comparison data of the increase in the average coefficient of the level of knowledge $\Delta k_{aver.}$ are given in Tables 2.13, 2.14.

Table 2.13

Distribution of students of experimental and control groups by the level of knowledge (initial and control cuts)

Groups	Level of knowledge															
	Before experiment								After experiment							
	I		II		III		IV		I		II		III		IV	
	Absolute number	Number of students (%)	Absolute number	Number of students (%)	Absolute number	Number of students (%)	Absolute number	Number of students (%)	Absolute number	Number of students (%)	Absolute number	Number of students (%)	Absolute number	Number of students (%)	Absolute number	Number of students (%)
E-1	16	27,6	19	32,8	21	36,2	2	3,4	8	13,8	21	36,2	24	41,4	5	8,6
E-2	15	24,6	19	31,1	24	39,4	3	4,9	11	18,0	21	34,4	25	41,0	4	9,6
E-3	5	25,0	10	50,0	4	20,0	1	5,0	2	10,0	9	45,0	7	35,0	2	10,0
E-4	8	28,5	16	57,1	4	14,4	0	0,0	3	10,7	10	35,7	12	42,9	3	10,7
CG	32	23,4	36	26,2	59	43,0	10	7,4	22	16,1	46	33,6	58	42,3	11	6,0

Table 2.14

The increase in the average coefficient of the level of knowledge $\Delta k_{av.}$ of students of experimental (E-1, E-2, E-3, E-4) and control (CG) groups after the experiment

Group	$k_{aver.}$	$k_{in.aver}$	$\Delta k_{aver.}$
E-1	0,65	0,77	0,12
E-2	0,72	0,86	0,14
E-3	0,60	0,73	0,13
E-4	0,59	0,80	0,21
CG	0,68	0,75	0,07

At the end of the experiment, a survey of students made it possible to find out that there is a tendency to increase the interest of students in the subject. Thus, 80.84% of students who worked in small interaction groups showed an increased interest in English lessons compared to 25.5% who worked according to the traditional method. It can be stated that students with the leading learning motivation see in small groups an opportunity to interact (19.16%). Students positively evaluate the opportunity to analyse their mistakes during the task (15.57%). Students with a high degree of anxiety (46.11%) perceive working in small groups as a means of avoiding direct contact with a teacher and, most importantly, the need to answer in front of the whole class, which contributes to increasing their self-esteem and self-confidence. Students with the leading motivation of avoiding punishment (23.35%) when learning in small groups of interaction get the opportunity to correctly allocate the necessary effort to perform tasks with the help of clear evaluation criteria. Demonstrative students (4.19%) can be evaluated with high scores, enjoying praise because a child-centred approach is used. Students with different education and different speeds of psychological processes (80.84%) can perform tasks at an individual pace. The correlation between learning motivation and the degree of interest in working in small groups of interaction during tasks is clearly observed: students with a low level of learning motivation (11.37%) are more interested in completing tasks in small groups,

because during learning they are given the opportunity to turn for a help to their group-mates, review their own answers, analyse them; during the performance of educational tasks, students get the opportunity to change the answer options if necessary, consulting with friends and not to be punished for the wrong answer. The questionnaire data showed that 46.11% of the students who participated in the experiment had an increased level of self-doubt and the associated high level of anxiety before the answer result. The use of this method of classroom management while learning English made it possible to reduce this anxiety precisely because a student had the opportunity to consult, discuss the answer several times until s/he reached a satisfactory result, and at the same time avoid comments from a teacher.

In general, learning in small groups of interaction makes favourable conditions for the acquisition of knowledge and development of students, forms positive motivation in them and increases cognitive interest, which is confirmed by the results of the questionnaire. Therefore, an increase in the level of cognitive interest in experimental classes was noted in 46.11% of students, and in control classes in 18.24%. Before the start of the experiment, the levels of positive motivation and cognitive interest were determined to be approximately the same in both experimental and control classes (53,6% - in experimental group and 45,3% - in control group). After the introduction of the proposed method to the educational process in the experimental classes, they increased to 80.84%, and in the control classes they remained at the level of 53.8%.

Changes in the levels of positive motivation to learning and cognitive interest of students in the experimental groups and the control group is given in Figures 2.2 - 2.5.
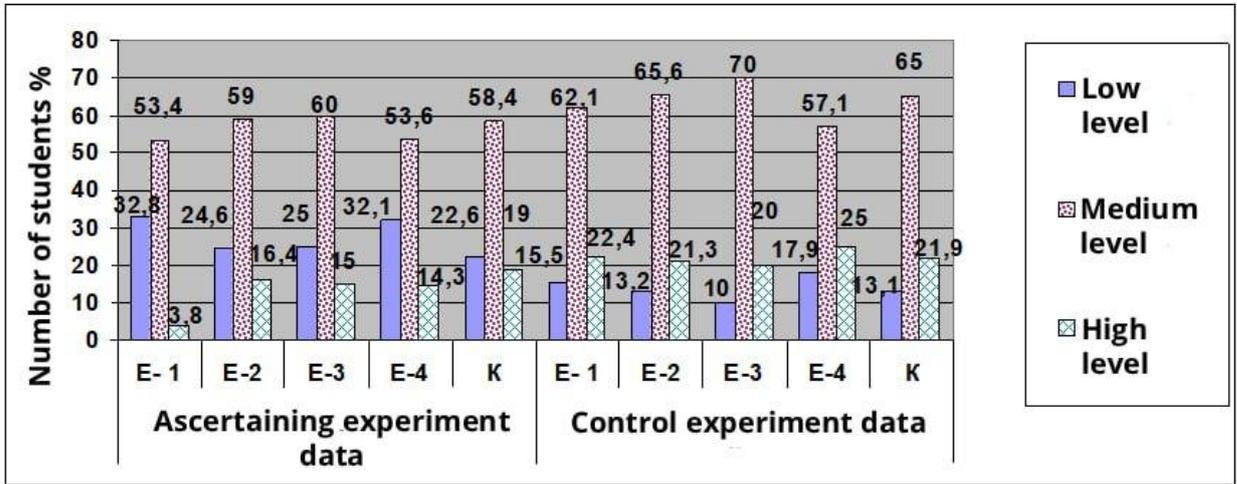

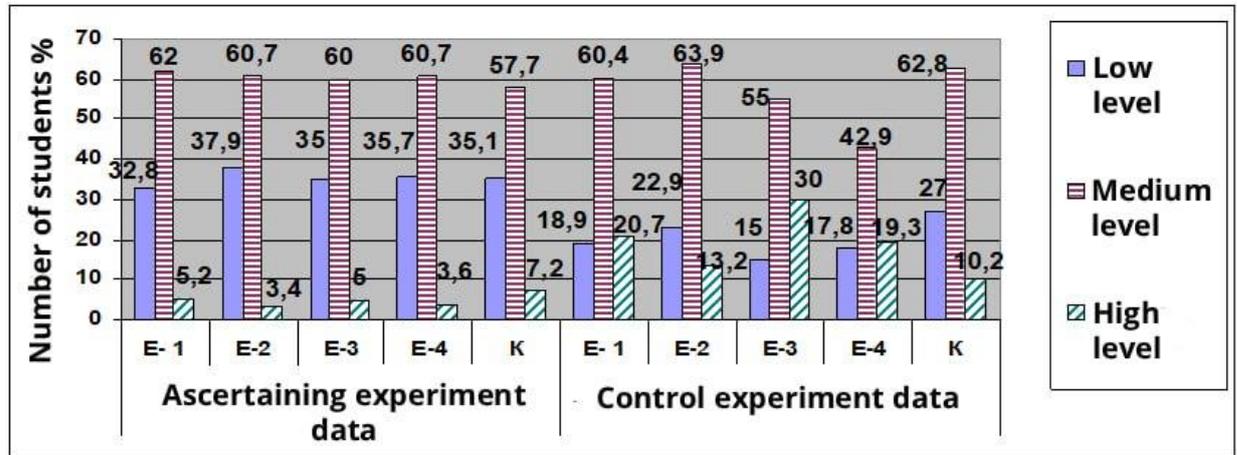**Fig. 2.2. The level of positive motivation in the experimental and control groups (in %)**

Fig. 2.3. The level of increase in cognitive interest in the experimental and control groups (in %)
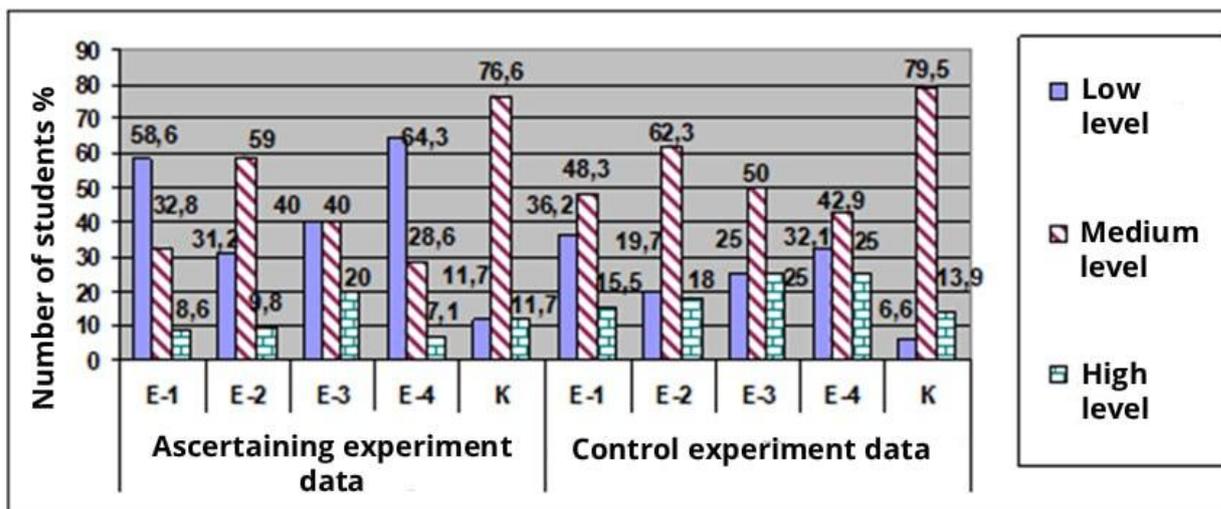
Fig. 2.4. Indicators of knowledge awareness of students in the experimental and control groups (in %)
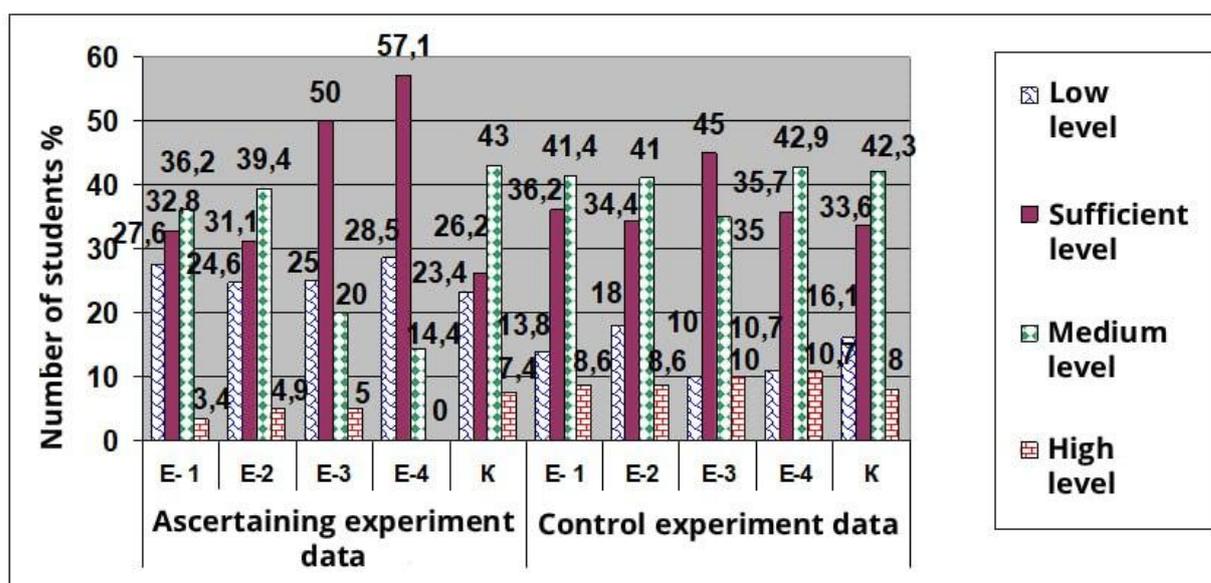

Fig. 2.5. Distribution of students in experimental and control groups by levels of knowledge strength (in %)

In general, after analysing the results of the conducted experiment, it is possible to conclude about the positive impact of the set of methods we have determined for the humanisation of learning in institutions of basic secondary education by means of learning in small groups of interaction according to child-centred approach, which is confirmed by the formation of positive motivation and

an increase in the level of cognitive interest, an increase in the quality of knowledge (awareness and strength). Experimental verification of the methods substantiated by us was carried out in 4 experimental groups. To check the effectiveness of the first method – the use of a complex of digital technological solutions when working in small interaction groups of students of E-1 group were involved. The second method – the use of socio-emotional learning (creative tasks) when working in small interaction groups – was implemented in E-2 group in language lessons. The experimental verification of the third method, the introduction of group working technologies ("Spinner", "Leader", "Jigsaw"), was carried out in E-3 group. In group E-4, all three identified methods of humanising the educational process were comprehensively implemented. In control group C, students were taught according to traditional methods. Thus, the increase in indicators of humanisation of education in experimental group E-4 is significantly greater than in groups E-1, E-2, E-3, where separate methods were implemented.

It should be noted that the organisation of English language learning in small groups of interaction in institutions of basic secondary education contributed to the establishment of mutual understanding between students, the creation of a favourable emotional and psychological atmosphere, and the ability to display cognitive and creative activity, independence and initiative of students, and the development of interest, which effectively influenced the formation of interaction between students working in small groups.

Comparing the results of the initial and final stages of experimental training, we came to the following conclusions:

1. The practical application of the proposed method of classroom management of English language learning in institutions of basic secondary education contributed to increasing the interest of students, increasing cognitive and creative activity, which made possible the formation of interaction between students in the process of learning English in small groups in the context of child-centred approach.

2. A child-centred approach in the study process had a positive impact on the students' achievements, growth in speech activity, and the expression of creative abilities, which also contributed to the formation of interaction between students in the process of learning English in small groups of interaction.

3. The interaction of students in small groups at the middle stage of learning English based on a child-centred approach facilitated the ease of establishing contact, which provides an emotional and positive attitude; activation of intellectual activity; removing tension in students; their willingness to perform tasks; enthusiasm for interesting organisation of proposed tasks; involvement in the implementation of communication in dialogues, role-playing games and dramatisation of learning material.

A survey was also conducted to track the dynamics of the development of attitudes towards joint activities. As the survey results demonstrate, students' attitudes towards joint activities have changed qualitatively. Almost all students in the experimental groups spoke in favour of working together.

At the end of the experiment, answering the same questions, the students demonstrated a desire to work together, and they expressed the benefits of such work in statements such as: "Working together is more fun and easier", "Friends will always help", "I learned a lot from my friends", " Now I know how to listen", "Work can be divided into parts", "It's easier when we are together", and most importantly, they see the benefits of this.

They learned to work in a group, communicate with partners, cope with the task together, helping each other. Repeated questioning also helped to identify the dynamics of choosing partners from among the students in the language group. Often, the questionnaire included the names of students who were not given significance at the initial stage of the experiment.

Now the students' motivations are dominated by references to the partner's business qualities, namely: s/he is a reliable assistant; s/he knows how to listen; s/he has a good command of the material; s/he knows how to invent; s/he knows how to understand what you want to say.

We can state the methodological effectiveness of the developed activities for teaching using small interaction groups, if it is systematically used in foreign language lessons in institutions of basic secondary education.

It should also be recognised that organising the class into small interaction groups in foreign language lessons can change the psychological climate in the class and develop social skills. If at the beginning of learning some students (mostly "strong") showed a negative attitude towards working in a group due to the features of their character (sense of superiority, inflated self-esteem, excessive self-confidence, etc.), then after the experiment there were no recorded cases of refusal to participate in the work of the group on the part of these students. On the contrary, it was they who took the role of leaders very seriously, supervising the work of groups, and, in turn, diligently playing the role of subordinates when necessary.

The analysis of the results obtained at the formative and control stages of the pedagogical experiment confirms the effectiveness of the pedagogical conditions identified in the research. Their implementation ensured positive changes in students' motivation, cognitive engagement, communicative activity, and psychological well-being in English lessons in grades 7–9.

The organisation of learning in small heterogeneous interaction groups proved to be pedagogically justified, as it facilitated active participation of all students, promoted peer support, and increased opportunities for meaningful language use. The clear distribution of roles within groups contributed to balanced interaction and responsibility for collective outcomes. From a child-centred perspective, heterogeneous grouping ensures respect for learners' individual differences and promotes equal participation.

The creation of a psychologically safe and supportive learning environment significantly reduced students' anxiety and fear of making mistakes in foreign language communication. The integration of social and emotional learning elements fostered trust, confidence, and openness, which are essential for successful oral communication in English. Psychological safety is a core principle

of the child-centred approach, as it supports learners' emotional well-being and readiness to engage in communication.

The systematic use of group-based interaction technologies ensured consistency with the stages of language skill development and supported gradual progression from controlled practice to creative language use. This approach enhanced the stability and durability of language skills. Structured interaction technologies empower learners by giving them an active voice and shared responsibility for learning.

The application of digital technological solutions expanded opportunities for differentiation and learner autonomy, allowing students to engage with learning materials at an individual pace and according to their personal needs, which positively affected motivation and learning outcomes. Digital tools enhance learner autonomy and allow students to make choices aligned with their personal learning needs.

Child-centred assessment practices shifted the focus from control to learning support, enabling students to reflect on their progress and take responsibility for their learning. The combined effect of these pedagogical conditions contributed to the overall effectiveness of the proposed child-centred classroom management. Child-centred assessment practices position learners as active participants in evaluating their own progress rather than passive recipients of grades.

The identified pedagogical conditions are grounded in the principles of the child-centred approach, which views the learner as an active subject of the educational process and emphasises respect for individual needs, abilities, interests, and learning trajectories. In the context of English language teaching, the child-centred approach prioritises learners' agency, emotional well-being, autonomy, and meaningful social interaction. Each pedagogical condition contributes to the realisation of these principles by creating opportunities for choice, collaboration, self-expression, and reflection, thereby ensuring the holistic development of students in grades 7–9.

CONCLUSIONS TO CHAPTER 2

Chapter 2 demonstrates that child-centred classroom organisation is a prerequisite for a high-quality learning process and the formation of a humanistically oriented student. It provides conditions for holistic development, social adaptation, and the growth of social, communicative, and emotional competencies necessary for life in a rapidly changing world. Within the framework of foreign language instruction, child-centred strategies facilitate active cognitive and linguistic engagement, particularly through collaborative small-group learning. This approach supports the development of communicative competence, encourages peer interaction, and enhances social learning experiences.

Effective classroom management in interactive learning requires attention to age-specific psychological features of adolescents, including socialisation, leadership, communication culture, and readiness for cooperation. Small-group learning is grounded in three key principles: child-centredness; a safe and supportive learning environment; equal opportunities for all students to achieve success. Various models of small-group classroom organisation should be chosen according to the logic of the learning process and specific instructional aims. Properly designed tasks and activities enhance student engagement, motivation, thinking skills, independent knowledge acquisition, and socio-communicative competencies. Assessment within collaborative learning is flexible and supportive, rather than purely control-oriented. It adapts to the stage of language acquisition and the interaction model used, ensuring that evaluation aligns with methodological aims and the child-centred approach to organisation of classroom activities.

The experimental results confirm that the combination of identified pedagogical conditions – learning in small heterogeneous groups, model-based cooperative interaction, integration of digital tools, creation of a psychologically safe environment, and formative assessment – ensures the effectiveness of child-centred classroom management.

The pedagogical experiment was conducted over the course of one academic year and consisted of three interrelated stages: the ascertaining stage, the formative stage, and the control stage. The preparatory (search) stage had an auxiliary character and preceded the main experimental stages

The purpose of the ascertaining stage was to determine the initial levels of learning motivation, communicative activity, collaboration skills, and the psychological climate in the classroom; verify the homogeneity of the control and experimental groups. At this stage, the following methods were used: pedagogical observation; student questionnaires; diagnostic assessments of foreign language communicative competence; expert evaluation methods.

The results obtained demonstrated the absence of statistically significant differences between the groups, which created the necessary prerequisites for further formative intervention.

During the formative stage, the developed classroom management based on the child-centred approach was implemented in experimental groups. It involved systematic organisation of learning in small interactive groups; transformation of the teacher's role from a dominant figure to a facilitator; use of communicative, problem-based, and creative tasks; creation of a psychologically safe, partnership-oriented educational environment; development of learner autonomy and interaction skills. In the control group, instruction was carried out according to traditional teaching methods without purposeful implementation of the proposed classroom management.

The control stage was aimed at repeated diagnostics of all studied indicators; comparative analysis of the results obtained in the control and experimental groups; statistical processing of the collected data. The results of the control stage confirmed a significant increase in learning motivation, communicative activity, quality of interaction, and psychological comfort among students in the experimental groups compared to those in the control group.

Thus, the pedagogical experiment involving four experimental groups and one control group ensured scientific reliability, made it possible to trace the

dynamics of change, and proved the effectiveness of the proposed classroom management in the context of child-centred English language classroom in grades 7–9.

The statistical processing of the post-experimental data confirmed the hypothesis of the study. The application of x_2 test revealed significant differences between the EG and CG groups at the final stage. This proves that the observed shift from low to high levels of communicative competence in experimental groups is not accidental but is a direct result of the implemented child-centred approach.

The experimental study on implementing small-group interactive learning within a child-centred approach in grades 7–9 confirmed the effectiveness and humanistic orientation of the proposed classroom management.

Establishing a psychologically safe and supportive learning environment, including social diagnostics, temperament and perception assessments, readiness for collaboration, psychological trainings, and cooperative games, created conditions for success, positive self-esteem, and socio-emotional learning. This stage demonstrated that the methodology is grounded in respect for the individual needs, safety, and cooperation of each student, aligning with humanistic and child-centred principles.

The results showed that successful group work depends on: optimal group size (3–4 students initially); clear role allocation (leader, editor, presenter, designer, interaction moderator); interdependence among members; variability in collaborative activities; clear instructions and timeframes; understanding the social purpose of tasks. These factors foster responsibility, mutual support, and a sense of contribution, reinforcing the humanistic dimension of learning.

Individualisation allowed addressing students' needs, interests, and learning styles. Engagement, autonomy, and initiative increased across all ability levels, demonstrating reduced anxiety and enhanced participation, particularly among less confident students.

Psychologically informed methods and cooperative interaction promoted empathy, trust, non-conflict relationships, stress resilience, self-confidence,

communication skills, and negotiation abilities, positively impacting students' well-being and demonstrating the humanistic character of the methodology.

The use of interactive technologies, online platforms, games, video conferencing, and mobile applications enhanced individualisation, engagement, and 21st-century skills (collaboration, critical thinking, digital literacy). Digital tools complemented group work, reinforcing its effectiveness.

Comparison of the data obtained at the ascertaining (baseline), formative and control stages based on motivation, cognitive interest, and knowledge retention showed significant improvement in experimental groups. Positive motivation and initiative increased, while low motivation decreased. Academic achievement improved, with a higher proportion of students demonstrating sufficient and high levels of knowledge. Statistical analysis (Pearson's criterion) confirmed the reliability and stability of the results.

All components of child-centred classroom management – from group formation to assessment –emphasise respect for individual strengths, support for self-efficacy, collaboration over competition, absence of punishment, and creation of a trusting, psychologically safe environment.

In conclusion, the implemented small-group interactive system within a child-centred approach proved effective, pedagogically sound, and humanistically justified. It enhances academic performance, motivation, and interest in English, develops socio-emotional competencies, ensures psychological comfort, supports personal growth and self-realisation, and contributes to the humanisation and modernisation of the educational process.

The proposed classroom management can be recommended for widespread use in general secondary education as a tool to increase lesson effectiveness and foster student development in the context of a modern humanistic school.

The results obtained indicate that the increase in the level of motivation and cognitive interest of students is due to the implementation of the first pedagogical condition, which ensured the active role participation of each student in group educational interaction.

The decrease in the level of educational anxiety and the increase in the confidence of students correlates with the implementation of the second pedagogical condition, aimed at creating a psychologically safe educational environment and supporting socio-emotional development.

The positive dynamics of educational autonomy indicators is explained by the systematic implementation of the third pedagogical condition - assessment for development, which contributed to the formation of reflection and self-regulation skill.

CONCLUSIONS

In the dissertation, the pedagogical conditions and pedagogical model for classroom management in English lessons for grades 7–9 applying a child-centred approach were theoretically substantiated and experimentally tested. The obtained results provide grounds for the following key conclusions.

At the theoretical and methodological level, it was substantiated that child-centredness is a key foundation for the humanisation of education, shifting the focus from reproductive knowledge acquisition to the development of students' personal potential, agency, and emotional well-being. The content of basic concepts –such as "humanisation of education", "child-centred approach", "organisation of learning activities", "small-group interactive learning", "socio-emotional learning", and "a set of digital technological solus" – was clarified, allowing a comprehensive understanding of child-centred classroom management as a tool for creating a safe and stimulating educational environment.

Based on the analysis of the psychological characteristics of adolescents aged 12–15, the feasibility of organising English language learning in a small-group collaborative format was demonstrated. This format aligns with the predominant developmental need at this age for personal interaction with peers and the desire for autonomy from adults. It allows the teacher's role to shift from controlling to facilitating, provides conditions for safe self-presentation of the adolescent's linguistic identity, and reduces language barriers and fear of making mistakes. This approach ensures individualisation and differentiation, lowers anxiety, satisfies the need for communication and recognition, and fosters independence, critical thinking, and responsibility.

Current curricula and English textbooks for grades 7–9 (including those by O. Karpyuk et al.) were analysed and found to be primarily oriented toward individual and frontal teaching methods, containing a significant number of reproductive exercises and insufficiently addressing socio-emotional aspects of learning or the potential of group dynamics. This revealed a discrepancy between

the declared goals of the New Ukrainian School and the actual content of teaching materials, creating the need to supplement existing instructional complexes with a specially developed methodological toolkit (a set of exercises and tasks for small-group work).

A pedagogical model of child-centred classroom management was substantiated and developed, based on the implementation of the following pedagogical conditions:

Organisational-subjective: learning in small heterogeneous groups using the "Spinner," "Leader," and "Jigsaw" models; role distribution;

Reflective-motivational: task differentiation, self- and peer-assessment, integration of socio-emotional learning through K. Vopel's games and emotional check-ins;

Environmental-adaptive: use of a set of digital technological solutions and platforms for online interaction and blended learning.

A set of exercises and tasks was created and piloted to organise collaborative learning in small groups, structured according to the stages of foreign language acquisition and levels of group interaction. The set includes communicative tasks with role distribution, interactive cases for socio-emotional support, and digital exercises that involve collaborative product creation in cloud services. This enables the teacher to differentiate learning according to students' abilities and interests, facilitating a transition from reproductive activities to creative foreign language communication, which serves as a practical tool for implementing the specified pedagogical conditions.

During the pedagogical experiment (2020–2022, involving 460 students), the rationale for four experimental groups was established to test the universality of the model and its components in different types of general secondary education institutions. This approach allowed not only the confirmation of the overall effectiveness of the developed pedagogical conditions but also the differentiation of the impact of each component (socio-emotional, digital, and group-based) on learning outcomes. The use of four variable subgroups ensured high sample

representativeness and minimised the influence of subjective factors on the final research results.

The results of the ascertaining stage confirmed the comparability of baseline group levels across all defined criteria (motivational, cognitive, activity-based, and socio-emotional). It was found that most students in both the control and experimental classes (over 85%) exhibited low to medium levels of learning motivation and knowledge quality. The absence of statistically significant differences between the groups' indicators at the stage (confirmed by Pearson's χ^2 test) allowed for a valid assessment of the impact of the implemented model and pedagogical conditions.

At the formative stage, the implementation of the pedagogical conditions and model led to a significant increase in motivation (up to 80.84%) and knowledge quality, manifested in a higher proportion of students with high academic achievement and an increase in the average knowledge level coefficient in the experimental groups from 0.12 to 0.21. It was established that the integration of digital tools and the socio-emotional component activated cognitive interest even among previously passive students, facilitating the transition from fragmented to systematic mastery of the foreign language material. Statistical analysis confirmed the reliability of these results.

A positive impact of the developed model and methodological support on the psychological climate and socio-emotional development of students was established. This was manifested in a significant reduction of situational anxiety during foreign language communication, increased self-confidence, and strengthened interpersonal trust within the classroom. Through the implementation of socio-emotional techniques and reflective exercises, students acquired skills in constructive interaction, empathy, and mutual support, transforming the classroom atmosphere from competitive to cooperative. This created a favourable foundation for the realisation of each adolescent's individual educational trajectory.

Comparative analysis revealed that the greatest effectiveness was achieved through the comprehensive implementation of all identified pedagogical conditions

(Group E-4). This confirms that the systematic combination of student-centred interaction, emotional support, and a digital environment is the key to achieving high learning outcomes. It was found that digital technologies in Group E-4 served not only as a tool for visualisation but also as an instrument for collaborative creativity, while socio-emotional support minimised the risks of group conflicts and ensured high engagement of every student. This integrated approach enabled the attainment of sustainable results that significantly exceeded the outcomes of groups in which only individual components of the model were implemented.

The results of the study have significant practical value, as the developed methodological toolkit (a set of exercises for small groups, digital cases, and child-centred classroom management algorithms) enables English language teachers to effectively implement the requirements of the State Standard of Basic Secondary Education within the framework of the New Ukrainian School (NUS). The formulated methodological recommendations on creating a psychologically safe environment and integrating socio-emotional learning can be used to enhance teacher professional development programmes. These recommendations have already been implemented in practice in several general secondary education institutions and discussed at scientific and practical conferences at both international and national levels.

Promising directions for further research include adapting the proposed pedagogical conditions for profiled upper secondary school, considering students' career orientation and preparation for international examinations. Attention should be given to exploring the potential of generative artificial intelligence as a personalised assistant to support child-centred learning, which would allow automated task differentiation and the creation of adaptive learning scenarios for small groups in real time. In addition, the development of diagnostic tools to assess the long-term impact of child-centred learning on the formation of a holistic language personality in the context of digital transformation of education remains a relevant research challenge.

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APPENDICES

APPENDIX A

The evolution of humanistic ideas in the history of world pedagogy

The path of development of school, pedagogy, education was long-term. It covered all eras of the existence of conscious humanity (primordial era, antiquity, Middle Ages, New and Modern times). The leading function of education was determined by the needs of contemporary society, its functional maturity. Education has always been aimed at satisfying the interests of social groups that prevailed in each society, or at satisfying the interests of the entire society. Scientists distinguish four stages of the formation of humanity as a social system: archaic-humane, unhuman, primitive-humane and humane. The main criterion for distinguishing different stages of social development is "the nature of relations between people belonging to different social strata between society and the individual in the coordinate system: "a person to person – means" – "a person to person – aim". A society in which the freedom and rights of people ... are limited, in which some people use others as a means, a tool, a thing, is unhuman. A society in which freedom and rights are extended to all its citizens, when everyone is considered an aim and never a means, is humane [34, pp. 57-11]. Thus, we obtained the criteria of the formation approach to the processes of upbringing and education.

The low level of material production in primitive communal society, although education had not yet separated from production and domestic relations, was decisive in the approach to education and upbringing of children, all without exception, because it was a need in the harsh conditions of the struggle for the existence of the entire community. "The essence of the archaic-humane society is that the task of individual survival and the task of society's survival are most closely related" [34]. Children were taught what was necessary for life. Through constant communication with the oldest and other adult members of the community, taking a direct part in all matters, they, being active, mastered the

science of life independently. Since this training was aimed at all members of society without exception, at the development of their personality, this stage can be defined as undifferentiated socio humane [34]. It was in him that the seeds of the humanisation of education appeared at the primitive level.

Inhumane formations cover a huge period of human existence from the 4th millennium BC to the second half of the 17th century, from the time of the emergence of the Sumerian slave states to the establishment of bourgeois economic relations in most European countries. It should be noted that slave, feudal, and serf relationships existed in some states on different continents until the middle of the 19th century and even longer.

During the transition from a primitive communal system to a socially differentiated society, a new social institution - school - began to form, and the beginning of the division of labor into mental and physical led to the emergence of a new profession - a teacher. Since personality was formed in the conditions of strict social norms, personal dependence of a person, the process of learning according to the form was quite rigid. In Sumer, Ancient Egypt, China, India, and other countries, schools arose at temples, palaces of kings, and nobles. Education was the prerogative of representatives of the wealthy classes. Thus, the caste system left a specific imprint on the development of education in ancient India. For the upper castes, a special view of ideal upbringing was formed, according to which a person was born for a happy life. He was provided with conditions for mental development, spiritual development, physical perfection, education of love for nature, self-control and self-restraint. The socially beneficial orientation of moral behaviour was considered the most appropriate. Based on the above-mentioned aspects, we can talk about the limited manifestation of the germs of the humanistic approach to education, although such a concept did not exist then.

In the middle of the first millennium BC in the East there was a surge in the economic and spiritual spheres of society's existence. The impetus for this was the creation of a new religion - Buddhism. The founder of this religion was Buddha, or Shakya-Muni (623-544 BC), who, having reached the highest spiritual perfection,

engaged in educational activities, the humanistic orientation of which is undeniable, because Buddhism abandoned the principle of caste inequality; addressed to an individual; proclaimed the equality of people by birth; defined the main task of education as the improvement of the human soul through self-knowledge and self-determination [57, p. 33].

China of the period of the middle of the first millennium BC gave humanity the most outstanding thinker and philosopher Confucius (551–479 BC), who summarised the experience of upbringing and education of Ancient China. His postulates aimed at personal development are still relevant today: "Learning and not thinking is a waste of time, thinking and not learning is harmful", "If you cannot improve yourself, how can you improve other people?", "Learning without oversaturation", "Learn and from time to time repeat the learned"... [57, pp. 37-38].

The ancient model of education is formed under the influence of the contemporary state, which absorbs the entire society, which by its composition is anti-subjective, anti-personal. Therefore, there is no place for personal initiative in it. The state strictly controls education, which is aimed at educating representatives of the slave-owning class. Even under these conditions, the Hellenic civilisation gave rise to a whole cohort of outstanding philosophers, in whose writings much attention was paid to the learning process, its organisation, philosophical and practical foundations of education, in which, although limited, one can find signs of a focus on personality-oriented education. These are Pythagoras (6th century BC), Heraclitus (520–460 BC), Democritus (460–370 BC) and others. Socrates (470/469–399 BC) as the brightest representative of the sophists considered moral improvement to be the highest life concept of a person, and the main task of the teacher was to awaken the "self-generation of truth" in the consciousness of the student. Socrates' ideas were continued in the writings of his students - Xenophon (430–355 BC), Antisthenes (450–360 BC). The most famous philosopher of Ancient Greece, a student of Socrates, Plato (427–347 BC) in his philosophical treatises "The State", "Laws", "Dialogues" put forward a programme of education that was permeated with the idea of a connection between education and social

system. He believed that "freedom of vocation" should be ensured during education, which would consider personal inclinations. It is in this appeal of the philosopher to the personality of a student that we see the manifestation of the humanistic idea. Apparently, that is why Plato's works had a great influence on the development of educational ideas (especially during the Renaissance). Plato's student Aristotle (384–322 BC) developed the ideas of a teacher, but he placed the personality of the mentor at the highest level, which contradicts modern humanistic views.

"The affirmation of humanistic values of education, its focus on personality development" [114, p. 11] is a priority of the education policy of our state.

"The humanistic orientation of the education of our time consists in setting an aim - to develop a person, his personal qualities, because the development of a person determines the development of society. ...Currently, the creation of new education technologies that should contribute to the overall development of the individual, the formation of his worldview culture, individual experience, intuition, creativity, and integrative thinking is relevant" [114, p. 30].

Among the scientists working in this direction, developing humanistic ideas, we should highlight G. Ball, I. Bekh, S. Honcharenko, I. Ziaziun, Yu. Maliovany, V. Onyshchuk, I. Pidlasy, A. Pidlasy, O. Savchenko, O.Sukhomlynska and others.

Summarising the results of the conducted historical review of the development of humanistic ideas in world pedagogy, it should be noted that "this issue has its roots in the deep origins of human culture" [115, p. 28]. For the first time, the seeds of humanistic ideas in education appeared in ancient China, India, ancient Greece and Rome. Subsequently, they developed during the Renaissance and Enlightenment eras, when special attention was paid to the freedom of the spirit, the free development of the individual. Rapidly developing in the 19th and the first half of the 20th century, "the humanistic approach as an independent direction in science stood out in the 50s of the 20th century. Within this direction, a person was considered as a unique integrity, which is characteriied by a certain

degree of freedom from external determination due to the values by which it is guided" [115, p. 29].

Getting acquainted with the history of the development of humanistic ideas in world pedagogy makes it possible to conclude that this development took place in two directions: the humanisation of the educational process in general and the humanisation of the "teacher-student" relationship.

The first direction includes the ideas of M. Cicero, Plutarch, Quintilian, Volodymyr Monomakh; philosophers of the Early Middle Ages, Thomas Aquinas, Abelard, H. Saint-Victorsky, V. Beauvais, J. Sh. Gerson, R. Lullius; Ya. Comensky; of fraternal schools of Ukraine, H. Skovoroda, J. Milton, W. Petty, J. Locke, D.Bellers, T. Payne, T. Jefferson, J. Washington, B. Franklin, I. Fichte, F. Wolf, V.Humboldt, H. Salzman, I. Kampe. In the Age of Enlightenment, these ideas were developed by French thinkers F. Fenelon, F. Voltaire, J.-J. Rousseau, and others. The ideas of I. Pestalozzi, I. Herbart, F. Fröbel, and F. Disterweg have a place in many modern pedagogical technologies. In the 19th century humanistic ideas in education were developed by T. Shevchenko, M. Pyrogov, I. Franko, and K.Ushynsky. In the 20th century the idea of humanisation gained more content and found its imprint in the works of many educators and psychologists: H. Vashchenko, S. Rusova, P. Blonsky, S. Shatsky, V. Sukhomlynsky, K. Rogers, G.Ball, etc.

The second direction - the "teacher-student" relationship - did not escape the attention of such thinkers as Pythagoras, Socrates, Plato, Thomas Aquinas, V. Feltre, B. Guarini, T. Campanella, G. Beaudet, F. Rabelais, M. Montaigne , J. Comensky, F. Fenelon, S. Rolen, D. Diderot, K. Helvetius, F. Voltaire, J.-J. Rousseau, E.Condillac, I. Pestalozzi, F. Disterweg, H. Elshenbroich, A. Camus, J.-P. Sartre, K.Rogers, G. Litz, G. Winsken, A. Neil, G. Gaudich, R. Steiner, K. Washborn, M.Montessori, V. Sukhomlynsky and many others.

In addition, it is worth noting that the roots of the idea of humanising the educational process go back to the time of the emergence of mankind. If we understand the humane approach as the ability or need of society to teach all

children without exception, then the beginning of such humanisation can be attributed to the primitive humane period, that is, to the primitive communal system. All children were subject to education, because without it the tribe could not renew itself, could not live. Although we can hardly call it education. It is rather upbringing.

Society structured according to the class principle became inhumane for many centuries, because not all strata of the population were covered by education. Thus, the process of humanising education largely depends on the socio-economic formation.

If we consider humanisation in a narrower sense as a focus on the personality of a student, as respect for his freedom, then the seeds of such ideas can be found in the ancient world of Hellenic and Roman thinkers. And not only embryos, because the teachings of Plato, Aristotle, and the thoughts of Cicero served as the basis of educational approaches for a long time.

Even these ancient philosophers called for the education of a free person (this applied only to the free classes of the population), considered it inappropriate to use corporal punishment during education, etc.

The development of humanistic ideas, which took place over a long period of time and involved famous philosophers, scientists, and teachers from different countries of the world, is presented in Table A.1.

The history of human development was reflected in education. Periods of humanistic orientation were interspersed with periods of religious fanaticism, stagnation, and totalitarianism, when a person was considered a grain of sand. Efforts were directed to meeting the needs of the ruling classes or religion, and there was no question of personal orientation.

Table A.1.

The evolution of humanistic ideas in world pedagogy

Humanistic ideas	Author	Country
1	2	3
- rejection of the principle of caste inequality; - addressing an individual; - declaration of equality of people by birth; - determining the main task of education is the improvement of the human soul through self-knowledge and self-determination.	Buddha (Shakya-Muni) (623–544 BC)	East (Ancient India)
- focus on personality development; - self-improvement.	Confucius (551–479 BC)	Ancient China
- personally oriented education.	Pythagoras (6th century BC), Heraclitus (520–460 BC), Democritus (460–370 BC)	Ancient Greece
- moral improvement is the highest life concept of a person; - the main task of a teacher is to awaken the "self-generation of truth" in the student's mind; - the process of cognition acquires the character of a moral act.	Socrates (470/469–399 BC), Xenophon (430–355 BC), Antisthenes (450–360 BC).	Ancient Greece
- during training, "freedom of vocation" should be ensured, considering personal	Plato (427–347 BC),	Ancient Greece

inclinations.	Aristotle (384–322 BC)	
- formation of the image of a "moral person" as the aim of education; - expressing the need for the education of the masses; - introduction of the term "humanism".	Marcus Tullius Cicero (106–43 BC)	Ancient Rome
- the aim of education is the formation of an independent personality, a free person; - declaring the inappropriateness of cruel physical punishments; - universal access to education for all free citizens.	Seneca (4 BC - 65 AD), Plutarch (pr. 45 - pr. 127 AD), Quintilian (42–118 AD)	Ancient Rome
- substantiation of the humanistic direction of benevolence, mercy and godliness of the prince in his attitude towards subordinates and equality of peoples in the process of their Christianisation; - the idea of the self-worth of human life, the spiritual freedom of an individual; - an attempt to implement the humanistic principle of benevolence, mercy and integrity in relations between people.	Hilarion of Kyiv, Danylo Zatochnyk, Volodymyr Monomakh (1053–1125)	Kievan Rus, XIII-XV centuries.
- recognition of the expediency of essential knowledge when preaching God-pleasing education; - in upbringing, morality was put on the	Thomas Aquinas (1225/26–1274), Abelard (1079–1142), Hugo Saint-Victor	early Middle Ages France,

first plan; - softening education methods.	(1096–1141), Vincent de Beauvais (1190–1264), Jean Charles Gerson (1363–1429), Raymond Lullius (pr. 1235–pr. 1316)	Spain
- the teaching method should be soft, kind-hearted; - success should be achieved only by praise and encouragement; - it is necessary to encourage the student to engage in science and art, to cultivate in him a desire for beauty, for higher education.	Vittorino de Feltre (1378–1446), Batisto Guarani (1374–1460), Tommaso Campanella (1568–1639)	Renaissance, Italy
- conducting real, practically useful classes; - introduction of active and visual teaching methods; - the concept of harmonious development of children, which can be achieved by arming them with scientific knowledge, practical skills in combination with moral, physical and aesthetic education; - the quality of education is not in the amount of accumulated knowledge, but in the ability to apply it in real life; - humane attitude towards the child; - dialogue as the main teaching method;	Guillaume Budet (1468–1540), Pierre Ramus (1515–1572), Francois Rabelais (1484–1553), Michel Montaigne (1533–1592)	France

- refusal of physical punishments.		
- education in children of aspirations to study, to have a happy life on earth.	Fraternal schools: Lviv (1585), Lutsk (1620), Kyiv (1615), Kyiv-Mohyla Academy (1632)	Ukraine, 70s XVI century
- the foundations of modern pedagogy are laid; - the idea of a humane programme of school affairs; - school is a workshop of humanity.	Ya. Comensky (1592–1670)	Czech Republic
- kindness, love, sincerity, "kinship", justice – "humanistic principles of human coexistence"; - the idea of self-discovery and self-improvement.	H. Skovoroda (1722–1794)	Ukraine
- liquidation of the state school, creation of a democratic system of education, - education of young people in the spirit of hard work, - free general education, etc.; - teaching methods aimed at the development of the student's thinking, which provide for the upbringing of a physically and mentally healthy personality, a personality of high morals, encourage free natural development; reduction of physical punishments to a	J. Milton (1608–1674), U. Petty (1623–1687), J. Locke (1632–1704), D. Bellers (1654–1725), T. Payne (1737–1809)	England

minimum.		
- knowledge is the most reliable basis of well-being.	T.Jefferson (1743–1826), J. Washington (1732–1799), B. Franklin (1706–1799)	North America
- the idea of national education, education in unity with nature, rejection of clericalism in education, preparation of children for socially useful life; - society must observe the inviolability of the rights of every person and provide him with the opportunity for free development.	I. Fichte (1762–1814), F. Wolf (1759–1824), V. Humboldt (1767–1835) H. Salzman (1744–1811), I. Kampe (1746–1818)	Germany
- rejection of authoritarianism and strictness in favor of the child's free development; the usefulness of alternating study and play, promotion of women's education; free compulsory education available to all sections of the population; - democracy, humanism, respect for the child's personality, comprehensive development; - activation of the child's teaching methods based on his personal experience; - education is the main priority of social progress;	F. Fenelon (1651–1715), Sh. Rollen (1661–1741), D. Diderot (1713–1784), K. Helvetsii (1705–1701), F. Voltaire (1694–1778), E. Kondylyak (1715–1780), J.-J. Rousseau (1712–1778)	France of the Age of Enlightenment of the 18th century.

- natural upbringing; - the main thing is the education of the heart, judgment and mind; - the need to raise a child considering natural kindness; - distribution of education methods according to the stages of the child's physiological and psychological development; - individuality of upbringing.		
- educational work; - developmental training; - elementary mental, moral and physical education; - visibility of training; - general elementary education; - group training.	I. Pestalozzi (1746–1827)	Switzerland
- the idea of harmonious personality development through management, training and moral education.	I. Herbart (1746–1841)	Germany
- creation of game theory, which is a "mirror of life" and "free manifestation of the child's inner world".	F. Frobel (1782–1852)	Germany
- considering the age and individual characteristics of the child's physical and mental development; - consideration of the child's living conditions and national culture; - development of children's creative	F. Disterweg (1790–1866)	Germany

activity.		
- the need to create independent, free and compulsory education at the initial stage; - a concrete person is self-worth, and freedom is the main condition of human existence; - establishment of humane relations in society; - the humanistic idea of truth and sanctity, which should mark both the behaviour of an individual and state laws, norms of relations between people and nations.	M. Pyrogov, T. Shevchenko, I. Franko	Ukraine, 19th century.
- revival of national traditions, mentality, moral traits inherent in this nation; - respect for the traditions of other nations, while not forgetting the humanistic potential of the heritage of one's people, its folklore; - humanistic orientation of native language and literature.	H. Vashchenko (1878–1967), S. Rusova (1856–1940)	Ukraine, the first half of the 20th century.
- basic concepts – personalisation of the approach and individualisation of requirements for students; - development of the student's personality; - development of a study programme for each student personally.	Education homes on the basis of self-management - H. Litz (1868–1919) - Germany, free school communities – H. Wieneken (1875–1964) – Germany, schools of free	Germany England, USA

	intellectual work - A. Neill - England, G. Gaudig (Leipzig), Waldorf school - R. Steiner (Studgart), K. Washborn - USA	
- the main concept – human development depends on relying on one's own experience; - creation of an atmosphere favourable for human development; - a new model of school relations based on Person Centred Approach (PCA) is proposed.	K. Rogers (1902–1987)	USA, XX century
- self-development of personality.	M. Montessori (1870–1952)	Italy
- individual freedom of the human personality, a person's free choice of a way of existence; - a purely personal-oriented approach to learning; - the need to create special conditions for the development of a gifted child.	Zh-P. Sartre (1905–1980), A. Camus (1913–1960), H. Elshenbroich	France, XX century.
- a humane attitude towards the very process of education and training of a student, towards the development of his mental abilities, his formation as a personality; - the issue of humanising interpersonal	V. Sukhomlynsky (1918–1970)	Ukraine, the second half of the 20th century.

relationships;		
- raising the humane attitude towards other people to the level of public duty of every person;		
- humanisation of the educational process depends on the personality of a teacher, his professionalism;		
- education of a humanist citizen, a person of high moral qualities;		
- faith in the child's potential;		
- proclamation of "maternal morality" in the upbringing of children;		
- natural development		
- development in interaction.		

But the dark times were replaced by things such as the Renaissance and Enlightenment eras, when the best thinkers and philosophers of those times focused their thoughts on issues of education and personality as the aims of education and training.

These changes, as mentioned above, were caused by the rapid development of economic and industrial relations, the need for an educated society, etc.

During the Renaissance and Enlightenment, the concept of humanisation crystallised. It had not yet been formulated for use in the field of education, that is, in pedagogy, because such a science did not exist then.

However, such thinkers as F. Rabelais, M. Montaigne, J.-J. Rousseau paid a lot of attention not to the educational topic in general, but to the specific concept of "teacher – student", their humane relationship, not mentoring, but partnership, mutual respect, dialogue, learning to think independently, educational interaction, etc.

The works of such scientists as J. Comenius, I. Pestalozzi, based on a humane approach, laid the foundations of pedagogical science, which has developed rapidly in many countries. Scholars followed different paths, offered their approach to the issue, and their searches were united by a humanistic focus. Author schools, the latest education technologies appeared. All this contributed to the development of pedagogical science. As a direction in pedagogy, as already noted, humanisation was formed only in the 50s of the 20th century. Despite the different ways of searching (these are the schools of M. Montessori, A. Makarenko, V. Sukhomlynsky), the direction was the same - the education of a free personality.

Nowadays, in connection with the increase in information that needs to be studied at school, teachers and psychologists are looking for innovative and innovative ways to overcome the crisis phenomena of education.

If previously the issues of humanisation of the universal plan were raised, where the issue of education was only a component, after the middle of the 20th century, the humanisation of education was separated into an independent topic and became the basis of pedagogical science, the touchstone around which pedagogical thought revolves.

APPENDIX B

The essence of the concepts of humanism, humanisation of education in psychological and pedagogical research

The concept of humanisation	Author
Humanism 1. A progressive movement of the renaissance era, aimed at asserting the moral rights of man to earthly happiness, sensual joys and the free expression of his aspirations and desires. 2. Attitude towards a person imbued with concern for his welfare, respect for his dignity; humanity.	M.Lazarev [124, p. 61-69]
Humanism is a system of views that includes "recognition of the absolute dignity of man, which should always be an aim, but never a means only to achieve some aim".	M.Leshchenko [125, p. 187]
Humanism (from the Latin humanus – human, human) is the recognition of the value of a person as an individual, his right to free development and manifestation of his abilities, the affirmation of the good of a person as a criterion for evaluating social relations.	S.Sysoeva [202, p. 53-54]
Humanism (from Latin humanus – human, human) is a holistic concept of man as the highest value in the world. Humanism is a set of ideas and values that affirm the universal significance of human existence as a whole and of everyone in particular.	I.Pidlasy [164, p. 10-11]
Humanism reflects humanity in all the multifaceted manifestations of human behaviour, an affirmation of respect for man and his values.	M.Chobitko [223, p. 54]
Humanism is a system of views that changes historically, which recognises the value of a person as an individual, his right to freedom, happiness, development and discovery of his abilities, which considers the well-being of a person as a criterion for evaluating the activities of social institutions, and the principle of equality, justice,	V.Tikhonovych [217, p. 148]

and humanity as the desired norm of relations between people	
Humanism as a philosophical category is a general concept with a broad content. This is a worldview principle, its essence consists in the recognition of a person as the highest value, hence – respect for human dignity and rights, hence – the good of a person as a criterion for evaluating social institutions, and the principle of equality, justice, humanity – the desired norm of human relations. For the pedagogical aspect of humanism, the term "humanity" is more favourable and correct.	V.Rybalka [179, p. 53-54]
Modern humanism can be defined as a worldview based on beliefs: 1) the presence of a person... the possibilities of inexhaustible development; 2) the specified opportunities can be implemented by everyone, provided that this individual is provided with... the necessary social support; 3) providing such support, in other words, introducing humanistic principles into social relations, is, firstly, possible and, secondly, necessary.	G.Ball [7, p. 21]
"Humanity" is a primitive concept in relation to "humanism", although the latter is much broader than the former.	Yu.Bolovatska [22, p. 4]
Humanity is understood as a set of moral and psychological traits of an individual. Humanity is a conscious positive attitude towards a person; a feature of human nature.	S.Sysoeva [202, p. 53-54]
Humanity must be understood as a super-characteristic of a person, which includes a set of properties that express a careful attitude of a person to a person.	M.Lazarev [124, p. 68]
Humanity is a system of personal attitudes towards social objects (a person, a group, a living being) determined by moral norms and	O.Sukhomlynska [206,

values, which is represented in the mind by the experiences of sympathy and joy... it is realised in communication and activity in the aspects of assistance, participation, help.	p. 109]
Humanity is a quality of a person, which represents a set of moral and psychological properties of a person, which express a conscious and empathetic attitude towards a person as the highest value.	S.Ponasenkova [171, p. 35]
To humanise - to introduce humanity: to show humanism.	I.Havrysh [45, p. 201]
Humanisation is a child's happy learning at school, daily joy, respect for his personality, dignity, and great trust in him. *Humanisation* of the educational process requires its constant and consistent individualisation, ... as well as personalisation.	M.Leshchenko [125, p. 29]
The concept of "*humanisation*" means the process of humanising the entire structure of the educational, and upbringing process. *Humanisation* - how the process is carried out through humanitarianisation, that is, the study of subjects of the humanitarian cycle and the implementation of humanitarian methods of revealing subjects. If humanisation is the aim of education, then humanisation is a means of achieving the aim. By humanitarianisation and humanisation, we mean the orientation of the entire study system to the formation of a self-developing, spiritually developing personality.	N.Kochubei [111, p.29]
Humanisation is two related but unevenly developed processes; one of them is the liberation of consciousness from the dogmas, stereotypes of totalitarian, authoritarian thinking, from its horrors and general prohibitions, the second is the affirmation of the system of humanistic values, incentives and motives in the culture of consciousness and behaviour of the individual.	V.Rybalka [179, p. 107]
Humanisation of education - consists in affirming a person as the highest social value, in the fullest disclosure of his abilities and	T.Diak [71, p.19]

satisfaction of various education needs, ensuring the priority of universal values, harmony of relations between man and the environment, society and nature.	
The humane approach to education consists in the fact that a teacher optimistically perceives children, treats them as independent subjects who are able to learn not under compulsion, but voluntarily, of their own free will and choice.	O.Anishch enko [3]
The humanistic approach to education and learning cannot be reduced to any specific technologies or methods, because it is a holistic orientation, which is based on the restructuring of the teacher's personal attitudes.	[160, p. 14]
The process of humanisation of education in Ukraine is ... the transformation of education with its attributes (knowledge, abilities, skills, experience) from a purely external, alienated objectified aim of society into an objective-subjective means of human development and self-development.	[106]
Humanisation of education is a new paradigm based on a human-centred approach, recognition of a person as the highest social value, respect for the individual, for his dignity, his requests and interests, his aims and aspirations, creation of maximum conditions for the fullest disclosure of his abilities, for its constant self-improvement and self-affirmation.	T.Mykhaile nko [138, p. 110]
Humanisation of education - a transition from authoritarian pedagogy - pedagogy of pressure on the individual, which ensures the general humanistic value of freedom as an opportunity for self-actualisation and creativity, ignores the issue of interpersonal relations between a teacher and a student, - to a person-oriented pedagogy, which attaches absolute importance to personal freedom and the ability of the individual to predict and to control one's	L.Berezivs ka [13, p.20]

activities, actions, personal life, to establish humane relations between the participants of the educational process.	
The humanisation of education means the organisation of education with the maximum consideration of the individuality of a student, the creation of favourable conditions for the disclosure and development of the child's abilities, his self-determination, the orientation of school not only on the preparation of a child for the future life, but also on ensuring the full value of his present life at each of the age stages .	K.Bakhan ov [11, p. 88]
The humanisation of education should be understood "as a reorientation to the individual, to the formation of a person as a whole unique creative individual who strives for the maximum realisation of his capabilities (self-actualisation), is open to the perception of new experiences, is able to make a conscious and responsible choice in various life situations".	L.Hubenko [56, p. 15]
The leading idea of the *humanisation* of education in the psychological and pedagogical aspect is defined as the orientation of its aims, content, forms and methods to the personality of the learner, stimulation and harmonisation of its development; at the same time, its humanisation becomes an organic component of the humanisation of education, the essence of which contributes to the self-determination of the individual in the spiritual culture - national and world.	G.Ball [7]
The main feature of *humanisation* is that the improvement of a person is seen not as a means of the well-being of society, but as the aim of social life, when the development of a person is not driven away, and the limits of the "social order" foresee the manifestation and improvement of all the essential forces of a person, when the individual himself is not seen as "the who is led", but the creator of himself, his circumstances.	I.Bekh [15, p.64]

Two sides of ***the humanisation of education***: - the first one, focused on pupils and students' understanding of formal freedom, ensures the satisfaction of their basic needs through the creation of conditions for their activity, favourable in psychological and socio-psychological terms, careful consideration in its organisation of their age and individual-typological features; - the second is aimed at revealing to those who study the possibilities of filling their freedom with full-fledged content through involvement in the achievements of civilisation and inclusion in dialogic processes. In the cognitive sphere, this involves encouraging the formation of a problematic worldview, striving not only for knowledge (including the mastery of "generalised methods of action in the field of scientific concepts"), but also for "constant expansion of the sphere of ignorance", which becomes the achievement of the individual.	G.Ball [9, p. 3]
The psychological and pedagogical content of ***the humanisation of education***: 1) creation of favourable psychophysiological and socio-psychological conditions for the formation of personality, stimulation of its movement towards self-actualisation and personal freedom; 2) revealing the possibilities of filling the freedom of the individual with a full-fledged content through joining the achievements of civilisation and inclusion in the dialogic processes of culture creation.	G.Ball [7, p. 21]
The main task of ***humanising*** education as a complex systemic or integrative education "is the creation of all conditions for revealing the abilities of an individual, meeting his needs in intellectual, spiritual, moral and physical development".	S.Goncharenko, Yu.Maliovany [53, p. 3]
The main task of ***humanising*** education is "creating an appropriate	H.Vasiano

environment in an education institution, "humanising" the atmosphere of school life, the educational process", which "must be built so that the student... discovers and understands the personal significance of knowledge for himself and, on this basis, assimilates the content of the educational subject".	vych [31, p. 146]
The main essence of the ***humanisation of education*** is its orientation towards the formation of personal beliefs, understood in a broad sense as the formation of a scientific picture of the world, its worldview and the desire for its realisation in the emotional (humanitarianisation), intellectual (fundamentalisation) and volitional (activity direction) spheres.	S.Goncharenko, Yu.Maliovany [53, p. 5]
The main ***humanistic*** trends in pedagogy are those that require: a) small rationalising changes of the existing educational material on humanitarian subjects; b) correlation and coordination of the updated content of humanitarian and non-humanitarian disciplines in accordance with the social state of the individual's life; c) intensification of the new content of humanitarian subjects in education programmes; d) humanisation of non-humanitarian subjects; e) creation of new integrated thematic sections and courses on humanitarian subjects; f) general reform of the content and process of education with a pedocentric and androcentric approach; g) coordination of curricula and programmes in relation to various forms of extracurricular work.	[57, p. 69-70]
Aspects (or principles) of ***humanisation of education***: 1) humanitarianisation of education; 2) its fundamentalisation;	S.Goncharenko, Yu.Maliov

3) activity direction; 4) national nature of education.	any [53, p. 2]
"One of the aspects of the ***humanisation of education*** is seen in the reduction of the hostile interests of society, individualistic and selfish aspirations based on the awareness of every one of his belongings to the community of people. The most important aim of the humanisation of education is the assimilation of values common to all members of society by the younger generation".	I.Ziaziun [86, p. 17]
The most important components of the ***humanisation of education***: 1) humanistic reinterpretation of its main functions in the direction of orientation towards promoting the formation of a personality capable of creative activity; 2) humanising the present life of students, giving them the opportunity, according to G.Ball's expression, to "fully live" each age period; 3) the spread of humanistic principles not only to the elite, but also to the mass school; 4) the combination of school education with the expansion of the circle of social connections of students, ensuring close connections with life, cognitive experience in the learning process itself; 5) love and respect for students even when this or that one of them does not seem to have deserved it; 6) educating students in a humanistic spirit, gradually increasing the freedom granted to them, with the simultaneous formation of responsibility in them; 7) consideration of individual characteristics, aspirations and interests of each student.	G.Ball [8, p.216]
The most important components of the ***humanisation of education***: 1) humanistic rethinking of the functions of education:	O.Anishch enko

a) translational - addressed to society, which ensures the continuity of its functioning through the transfer to the new generation of "norms of activity" - values, instructions, knowledge, skills, strategies of creative activity; b) socialisation, or adaptation, addressed to the individual to help him adapt to the demands of society. 2) humanisation of students' current life; 3) the implementation of humanistic principles in the general organisation of the study system and its further development; 4) love and respect for students on the part of teachers; 5) individualisation; 6) dialogue paradigm; 7) education of students in the spirit of humanistic values; 8) the role of a teacher as a subject of humanistically oriented education.	[3]
Humanistic education should create conditions that would enable the student to: - full individual development; - satisfaction of natural development needs; - comprehensive subjective activity in thinking and action; - subjective self-determination; - self-realisation through self-creation of one's own personality and actualisation of one's capabilities in action; - acceptance of the world and oneself; - self-knowledge; - constant self-improvement; - creative searches; - satisfaction of curiosity; - using one's resources to implement one's life scenario (in particular,	I.Vilsh [39, p. 62]

when choosing a profession or direction of further education); - successful establishment of interpersonal relations; - adaptation to the changing world.	
Conditions for humanising the learning process: 1) organisation of educational communication; 2) affirmation of the human dignity of each student; 3) a combination of reasonable demands with the teacher's ability to help a child; 4) the ability to feel the inner state of students; 5) individualisation of training; 6) humanitarianisation of the content of education; 7) transition to the organisation of various levels of cooperation, dialogue, free choice, self-analysis, self-evaluation, etc.	O.Savchen ko [197]
Essential signs of humanisation: 1) shifting the priorities of the educational process towards the development of mental, physical, intellectual, moral and other spheres of personality instead of simply mastering certain information and forming a certain range of skills and assessments, which becomes not so much the aim as a means of achieving the aim of the updated educational process; 2) focusing efforts on the formation of a free, independent thinking personality of a humanist citizen, capable of making informed choices in various educational and life situations; 3) provision of appropriate organisational-pedagogical, moral-psychological and other conditions for successful achievement of the indicated reorientation of the educational process.	Yu.Maliov any [132]
The essence of *humanising* education consists in humanising education, i.e. recognising the value of a child as an individual, his right to freedom, happiness, social protection as a person, creating	S.Poroh nia [166, p. 68]

conditions for the manifestation of his abilities, individuality, as well as stimulating the internal forces of a child for self-development and self-education.	
The psychological content of *humanising education*: 1) meeting the basic needs of students through the creation of conditions of activity that are favourable in terms of psychological and socio-psychological plans, careful consideration in the process of its organisation of age and individual-typological features; 2) revealing the possibilities of filling personal freedom with a full-fledged content through joining the achievements of civilisation and inclusion in dialogic processes of culture creation.	G.Ball [7, p. 31]
To *humanise* the learning process is to reorient the teacher's thinking to the fact that a student, who acts as a subject of learning, is not an obedient material from which anything can be formed with the help of purposeful pedagogical influences, but an active individual who can be exposed to external influences only when he wants it, when he accepts them.	S.Bondar [24, p. 15]
To humanise the educational process means to create such conditions in which a student cannot not study, cannot study below his capabilities, cannot remain an indifferent observer of education affairs, turbulent school life.	I.Pidlasy [164, p. 10-11]
Humanisation of education is when a school and a teacher accept the child's personal aims, requests and interests, trust him, create the most favourable conditions for the disclosure and development of the child's abilities and talents, for his full life at each of the age stages.	S.Goncharenko [49, p.89]
The *humanistic* approach (or humanistic orientation) is a direction in the world science of man, which recognises the individual as a unique integral system, which represents an "open possibility" of self-actualisation, peculiar only to man.	[96, p. 35]

The *humanistic* approach to personality development is based on the postulate that the development of the human psyche is always progressive in the presence of appropriate conditions and the constructive satisfaction of the need for self-determination.	I.Ziaziun [86, p. 4-9]
A *humanistic* approach to the issue of learning is a consideration of learning not as acquiring knowledge about the world, but as mastering ways of knowing this world, various personal resources.	S.Bondar [24, p. 14]
The *humanised educational process* is, first, an individualised process, starting from options for pedagogically appropriate deployment of educational content to evaluate the results of its assimilation.	Yu.Maliov any [132, C. 7]
Humanistic pedagogy is the science of teaching and educating the younger generation, which is based on the principles of humane treatment of students (respect for the dignity and rights of a student, openness, empathy, trust, pedagogical optimism, creativity, cooperation, encouragement, a developed culture of communication, psychological safety, etc.).	K.Bakha Nov [11, p. 90]
Humanistic pedagogy is a system of scientific theories that affirms a student in the role of an active, conscious, equal participant in the educational process, who develops according to his capabilities. It is oriented towards the individual. Its defining characteristics: 1) shifting priorities to the development of mental, physical, intellectual, moral and other spheres of personality instead of mastering the amount of information and forming a certain range of abilities and skills; 2) focusing efforts on the formation of a free, active and thinking personality, a humanist citizen, capable of making informed choices in various educational and life situations;	I.Pidlasy [164, p. 10-11]

3) provision of appropriate organisational conditions for successful reorientation of the educational process. Humanistic pedagogy requires adapting school to students, ensuring an atmosphere of comfort and "psychological well-being".	
The *humanising orientation* of any individual activity is determined by a humanistic attitude toward oneself, another person, society in general, nature, and the future.	A.Sushche nko [212]

APPENDIX C

Table 1.C.

Objects of measurement, criteria, scale, indicators and methods of measuring the level of formation of positive motivation

Measurement objects	Measurement criteria	Measurement scale	Measurement indicators	Measurement methods
1	2	3	4	5
1. Personal meaning of learning	1. The ability to set aims. A student goes to school: a) well prepared for the topic of the lesson; b) because he is expected to work in groups in class; c) performing only what was set. 2. The degree of manifestation of positive learning motivation. A student goes to school: a) to have good knowledge; b) to get a good grade; c) because knowledge can be obtained by working in a group of friends; d) in order not to be worse than other students.	Dichotomous scale of names (nominative)	Number of points (0, 1, 2)	Observation Survey (questionnaire) Observation Survey (questionnaire)

	3. Propensity to analyse errors, criticality.			Observation Survey (questionnaire)
	4. Detection of increased interest in the subject.			Observation Survey (questionnaire)
2. Positive attitude towards educational activities	1. Elements of self-realisation. The student likes studying: a) perform creative activities; b) independently choose tasks; c) perform activities and tasks in a group in interaction; d) check with the help of his groupmates how he learned the educational material; e) listen to the teacher's explanation; f) get good grades; g) be the centre of attention	Dichotomous scale of names (nominative)	Number of points (0, 1, 2)	Observation Survey (questionnaire)

	of the class.			
	2. Activity in the lesson, manifested in the raising of hands with the aim of:			Observation
	a) answers;			
	b) addition to a friend's answer;			
	c) expressing a personal point of view;			
	d) participation in the discussion of individual issues;			
	e) use of supporting information in answers.			
	3. Choice of additional cognitive tasks			Observation
	4. Selection of tasks according to different levels of difficulty.			Observation

APPENDIX D

Pedagogical observation protocol

1. Class: ___, School No. _____

1. Teacher: _____

2. Subject: _____

3. Lesson topic: _____

4. The purpose of observation: to identify the level of cognitive interest.

Results of observations on the level of cognitive interest in English classes in experimental/control classes

№	Full name	Intellectual component of cognitive interest									Volitional component of cognitive interest						Emotional component of cognitive interest		
		Students' questions to a teacher and their nature			The desire of students to take part in the activity on their own initiative, which is manifested in raising their hands						Student behaviour in class			The student's behaviour when encountering difficulties			Emotional reactions of students in class		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1																			
2		Evaluations in points for the manifestation of criteria of cognitive interest																	
3																			

Notes:

1 - whether the student asks a question.

2 – the focus of questions on highlighting the essence of phenomena, cause-and-effect relationships.

3 – focus of questions on obtaining information about interesting, extraordinary facts.

4 – raising the hand to answer.

5 – raising the hand to supplement the answer of a friend.

6 – raising the hand to express a personal point of view.

7 – raising the hand to participate in the discussion of individual issues.

8 – raising the hand to answer on behalf of the group.

9 – raising the hand to provide information on whether or not he performs optional additional tasks.

10 – the student does not talk about extraneous topics.

11 – the student looks at the teacher, at the blackboard or at his classmates.

12 – the student correctly answers the question: "What was the subject of the lesson?"

13 – stop performing tasks when faced with difficulties.

14 – when faced with difficulties, asks for help from classmates, turns to the teacher for help.

15 – when faced with difficulties, continues to try to complete the task with the help of the group.

16 – emotional manifestation of joy.

17 – emotionally neutral behaviour.

18 – emotional manifestation of boredom.

APPENDIX E

Questionnaire for a student

Dear friend! We would like to know about your attitude towards English lessons. Carefully read each unfinished sentence and all possible answers to it. Underline the two options that agree with your opinion:

1. I most often go to class ...

a) without ready homework;

b) poorly prepared for the lesson;

c) performing only what was set;

d) well prepared for the topic of the lesson;

e) because in class I have to work in a group with friends.

2. I do my homework ...

a) to get a good mark;

b) to please parents;

c) in order not to be worse than other students;

d) because it can be checked with the help of groupmates;

e) to have good knowledge.

3. In class, I like ...

a) to be the centre of attention;

b) to independently choose tasks;

c) to perform creative activities;

d) to get good grades;

e) to perform activities with the help of groupmates;

f) to listen to the teacher's explanation;

g) to check with the help of my groupmates how I have learned the learning material.

4. For me, the most difficult thing is ...

a) to perform activities independently;

b) to answer in front of the whole class;

c) to perform homework;

d) to wait for the teacher's assessment;

e) to have time to complete tasks with groupmates.

5. I get a good mark, ...

a) because I know the learning material well;

b) because I am considered a good student;

c) because the lesson material is easy;

d) because the lesson material is interesting;

e) because the teacher evaluates objectively;

is) because while working in a group I have the opportunity to immediately analyse my mistakes.

6. In class, I ask for help ...

a) the teacher;

b) my groupmates;

c) my neighbor;

d) the textbook;

e) I will try to find a solution on my own.

7. After studying the topic...

a) I make fewer mistakes;

b) I wanted to know more;

c) I became interested in reference literature;

d) I made friends with classmates;

e) I am tired.

8. Interest in English lessons...

a) increased, because thanks to work in small groups, the lessons became more interesting;

b) has not changed;

c) decreased because group work distracts from studying the subject;

d) is unstable and depends on my mood.

Thanks for the answers!

APPENDIX F

Generalised results of teacher questionnaires (in %)

№	Activity	Teacher assessment						Significance coefficient ($k_{sign.}$)
		Better, than the traditional one		The same		Worse, than the traditional one		
		Absol. number of responses	Relative number of responses (in %)	Absol. number of responses	Relative number of responses (in %)	Absol. number of responses	Relative number of responses (in %)	
1	Humanistic orientation of the group form of education	102	53,68	88	46,32	-	-	1
2	Selection of theoretical and didactic material for the lesson	155	81,58	35	18,42	-	-	1
3	Ensuring that students understand the purpose of the lesson	110	57,89	29	15,26	51	26,85	0,46
4	Organisation of students' comprehension of educational	127	66,84	63	33,16	-	-	1

	information							
5	Clarity, brightness of presentation of educational material	144	75,79	46	24,21	-	-	1
6	Dynamism, game form of presentation of educational material	180	94,74	10	5,26	-	-	1
7	Emotional perception of educational material	93	48,95	79	41,58	18	9,47	0,81
8	Students' interest in the study of the subject	169	88,95	21	11,05	-	-	1
9	Productivity of students' work in class	142	74,74	18	9,47	30	15,79	0,68
10	Organisation of consolidation and practical application of acquired knowledge	131	68,95	33	17,37	26	13,68	0,73

11	Organisation of educational and cognitive activities of students in class and in extracurricular time:							
	а) independent;	128	67,37	62	32,63	-	-	1
	б) creative	101	53,16	89	46,84	-	-	1
12	The possibility of maintaining the individual pace of the lesson required by the student	148	77,89	42	22,11	-	-	1
13	Organisation of an individually differentiated approach to students in small interaction groups	139	73,16	41	21,58	10	5,26	0,89
14	Convenience of using blended learning elements	122	64,21	60	31,58	8	4,21	0,92
15	The "teacher-student" relationship becomes more cooperative and trusting	141	74,21	37	19,47	12	6,32	0,87
16	Assessment of students' educational achievements:							
	а) objectivity;	126	66,32	64	33,68	-	-	1
	б) the	173	91,05	17	8,95	-	-	1

	possibility of objective assessment of all students of the class during the current lesson							
17	Successful work with low-achieving and capable students	183	96,32	-	-	7	3,68	0, 92

According to the results presented in Appendix F, the coefficient of significance (**k**sign.) was calculated according to the formula (last column in the table):

$$k_{sign.} = \frac{n_1 - n_2}{N}$$

where **n**1 is the number of positive responses for this parameter;

n2 – the number of negative responses for this parameter;

N is the number of all respondents.

APPENDIX G

An approximate version of an interaction activity questionnaire, involving a selective choice of answer.

1) Was it interesting for you to work in a group? *Yes - No - I don't know*

2) How do you like to work best? *In a group - Individually*

3) Did your groupmates help you in difficult situations? *Yes - No - Sometimes*

4) Did you address each other by name? *Yes - No - Sometimes*

5) Did all group members participate in the work? *Yes-No*

6) Was the final decision to complete the task agreed upon by all group members? *Yes - No - Not always.*

APPENDIX H

Table H.1.

Example of cycling lesson planning in the 7th grade

(a basic level)

Lesson number	Methodological objectives of the lesson	Lesson content	Time	Activity	Means of education	Note
1	Familiarisation with new lexical material	Phonetic exercise	2 min	Imitation	Audio materials	
		Familiarisation with new lexical material on the topic "..."	5-6 min	Perception, comprehension	Teacher, visual aids	
		Practicing pronunciation	5 min	Imitation	Teacher, audio materials	
		Formation of competence	5 min	Frontal	Textbook	
	Formation of lexical skills	Application of lexical material according to the model	5-6 min	Working in a small group of interaction	Hand-outs, IT resources	
		Application of lexical material by analogy	12-14 min	Working in a small group of interaction	Hand-outs, IT resources	
	Monitoring the acquisition of new lexical material	Checking assignments in groups, discussion	7 min	Frontal	Teacher	
	Recording homework					

APPENDIX I

A set of activities and tasks for organising joint learning of students in small interaction groups

1. Collaborative Storytelling:

Exercise: Create a story together.

Instruction: Each student adds a sentence or two to continue the story.

Objective: To foster cooperation, active listening, and turn-taking.

Example:

Instruction: In groups of 4, create a story together. Each student adds a sentence or two to continue the story. Start with "Once upon a time..."

Objective: Develop a story collaboratively while promoting cooperation and turn-taking.

2. Role-Playing:

Exercise: Act out a scene.

Instruction: Assign different roles to each student and act out a scene from a story or a real-life scenario.

Objective: To encourage empathy, perspective-taking, communication, and self-awareness.

Example:

Instruction: In groups of 3, act out a scene from the story we read last week. Assign roles and think about the emotions of your characters.

Objective: Promote empathy, perspective-taking, and communication skills through role-playing.

3. Peer Editing:

Exercise: Editing and providing feedback.

Instruction: Work in pairs to edit and provide feedback on each other's writing assignments.

Objective: To foster trust, respect, and constructive communication.

Example:

Instruction: In pairs, exchange your writing assignments. Read your partner's work and provide constructive feedback. Focus on what they did well and where they can improve.

Objective: Develop trust, respect, and constructive communication through peer editing.

4. Group Reading Circles:

Exercise: Reading and discussing a text.

Instruction: Read a text together and discuss it.

Objective: To encourage active listening, communication, cooperation, and respect.

Example:

Instruction: In groups of 5, read the given text together. After reading, discuss what you understand. Each member must share their thoughts.

Objective: Promote active listening, communication, cooperation, and respect through group reading circles.

5. Jigsaw Reading:

Exercise: Becoming an "expert".

Instruction: Split a reading passage into sections. Each group reads a section and teaches it to the rest of the class.

Objective: To promote cooperation, teamwork, responsibility, and communication.

Example:

Instruction: In groups of 4, read the given passage. Become an "expert" on your section. After that, each group member teaches their part to the rest of the class.

Objective: Promote cooperation, teamwork, responsibility, and communication through jigsaw reading.

6. Think-Pair-Share:

Exercise: Sharing thoughts.

Instruction: Think about a question or topic, discuss with a partner, and then share with the class.

Objective: To encourage communication, active listening, empathy, and respect.

Example:

Instruction: Think about the question "What would you do if you found a lost puppy?" Discuss your thoughts with your partner and then share your ideas with the whole class.

Objective: Encourage communication, active listening, empathy, and respect through think-pair-share.

7. Group Projects:

Exercise: Working together on a project.

Instruction: Create something related to the English lesson, such as a poster, a short play, or a video presentation.

Objective: To promote cooperation, teamwork, responsibility, and communication.

Example:

Instruction: In groups of 4, create a poster related to the story we read. Each member must contribute to the poster and be ready to present it to the class.

Objective: Promote cooperation, teamwork, responsibility, and communication through group projects.

8. Emotion Check-Ins:

Exercise: Sharing emotions.

Instruction: Before beginning group work, share how you're feeling with your group.

Objective: To build emotional awareness and create a supportive environment.

Example:

Instruction: Before starting the activity, each group member shares how they're feeling today. Remember to be supportive and respectful.

Objective: Build emotional awareness and create a supportive environment through emotion check-ins.

9. Conflict Resolution Role-Play:

Exercise: Resolving conflicts.

Instruction: Role-play how you would resolve a conflict that arises during group work.

Objective: To promote conflict resolution, empathy, communication, and problem-solving.

Example:

Instruction: Imagine a conflict arising during our group work. In pairs, role-play how you would resolve it using active listening and empathy.

Objective: Promote conflict resolution, empathy, communication, and problem-solving through role-play.

10. Gratitude Circle:

Exercise: Sharing appreciation.

Instruction: Share something you appreciate about one of your group members or something positive that happened during the activity.

Objective: To promote gratitude, kindness, relationship skills, and empathy.

Example:

Instruction: At the end of the activity, each group member shares something they appreciate about one of their group members or something positive that happened during the activity.

Objective: Promote gratitude, kindness, relationship skills, and empathy through a gratitude circle.

11. Mindfulness and Relaxation Techniques:

Exercise: Relaxation activities.

Instruction: Integrate short mindfulness or relaxation activities into group work sessions.

Objective: To help manage stress and improve focus.

Example:

Instruction: Before starting the activity, let's take a few deep breaths together. Close your eyes and focus on your breathing for one minute.

Objective: Help manage stress and improve focus through mindfulness and relaxation techniques.

12. Community Building Activities:

Exercise: Team-building games.

Instruction: Integrate team-building games and activities at the beginning of group work sessions.

Objective: To strengthen the bond between group members.

Example:

Instruction: Before starting the activity, let's play a quick team-building game to strengthen our bond.

Objective: Strengthen the bond between group members through community-building activities.

APPENDIX J

Incorporating socio-emotional learning (SEL) methods into English lessons for students of institutions of basic secondary education can greatly enhance their language skills while also promoting important socio-emotional competencies. Here are some effective SEL methods for working in small groups during English lessons in basic secondary school:

1. **Collaborative Storytelling**:

Method: Divide the class into small groups and have each group create a story together. Encourage each member to contribute by adding a sentence or two. This promotes cooperation, active listening, and turn-taking.

SEL Focus: Cooperation, teamwork, communication, empathy.

2. Role-Playing:

Method: Assign different roles to each student and let them act out a scene from a story or a real-life scenario. Encourage students to think about the emotions of their characters.

SEL Focus: Empathy, perspective-taking, communication, self-awareness.

3. Peer Editing:

Method: Have students work in pairs or small groups to edit and provide feedback on each other's writing assignments. This fosters trust, respect, and constructive communication.

SEL Focus: Communication, empathy, social awareness, relationship skills.

4. Group Reading Circles:

Method: Divide the class into small groups and assign each group a text to read together. After reading, students can discuss the text, share their thoughts, and ask each other questions.

SEL Focus: Active listening, communication, cooperation, respect.

5. Jigsaw Reading:

Method: Split a reading passage into sections and assign each section to a different small group. Each group reads and becomes an "expert" on their section before teaching it to the rest of the class.

SEL Focus: Cooperation, teamwork, responsibility, communication.

6. Think-Pair-Share:

Method: Pose a question or a topic related to the lesson. Have students think about it individually, then discuss their thoughts with a partner, and finally share their ideas with the whole class.

SEL Focus: Communication, active listening, empathy, respect.

7. Group Projects:

Method: Assign small group projects where students work together to create something related to the English lesson, such as a poster, a short play, or a video presentation.

SEL Focus: Cooperation, teamwork, responsibility, communication.

8. Emotion Check-Ins:

Method: Before beginning group work, have a quick check-in where students share how they're feeling. This helps to build emotional awareness and create a supportive environment.

SEL Focus: Self-awareness, social awareness, relationship skills, empathy.

9. Conflict Resolution Role-Play:

Method: Create scenarios where conflicts arise during group work. Have students role-play how they would resolve the conflict using active listening and empathy.

SEL Focus: Conflict resolution, empathy, communication, problem-solving.

10. Gratitude Circle:

Method: At the end of each group session, have students share something they appreciate about one of their group members or something positive that happened during the activity.

SEL Focus: Gratitude, kindness, relationship skills, empathy.

11. Mindfulness and Relaxation Techniques:

Method: Integrate short mindfulness or relaxation activities into group work sessions. This can help students manage stress and improve focus.

SEL Focus: Self-awareness, self-regulation, stress management, empathy.

12. Community Building Activities:

Method: Incorporate team-building games and activities at the beginning of group work sessions to strengthen the bond between group members.

SEL Focus: Relationship skills, cooperation, teamwork, communication.

13. Reflective Journaling:

Method: After completing group activities, have students write in a journal about their experience, what they learned, and how they felt. This encourages self-reflection and emotional awareness.

SEL Focus: Self-awareness, self-management, social awareness, relationship skills.

14. Appreciative Inquiry:

Method: Encourage students to ask each other open-ended, appreciative questions about their work and experiences during the group activities.

SEL Focus: Relationship skills, empathy, communication, gratitude.

15. SEL Vocabulary Building:

Method: Introduce SEL-related vocabulary during English lessons and encourage students to use these words when discussing their emotions and interactions.

SEL Focus: Self-awareness, self-management, social awareness, relationship skills.

By incorporating these socio-emotional learning methods into small group activities in English lessons, primary school students can develop important socio-emotional skills while also improving their language proficiency.

APPENDIX K

Incorporating a digital technological approach to working in small groups during English lessons in institutions of basic secondary education can enhance engagement, collaboration, and the overall learning experience. Here's a set of activities and tasks that utilise a complex of digital technological solutions:

1. Online Collaborative Storytelling:

Exercise: Create a story together using an online platform.

Instruction: Each student adds a sentence or two to continue the story using a shared document or online whiteboard.

Objective: To foster cooperation, active listening, and turn-taking, integrating system.

Example:

Instruction: In groups of 4, create a story together using the shared document. Each student adds a sentence or two to continue the story. Start with "Once upon a time..."

Objective: Develop a story collaboratively while promoting cooperation and turn-taking, utilising digital tools.

2. Digital Role-Playing:

Exercise: Act out a scene using digital avatars or recorded video.

Instruction: Assign different roles to each student and create a digital role-play scene from a story or a real-life scenario.

Objective: To encourage empathy, perspective-taking, communication, and self-awareness using digital technology.

Example:

Instruction: In groups of 3, create a digital role-play scene from the story we read last week. Assign roles and think about the emotions of your characters.

Objective: Promote empathy, perspective-taking, and communication skills through digital role-playing.

3. Online Peer Editing:

Exercise: Editing and providing feedback using a collaborative online document.

Instruction: Work in pairs to edit and provide feedback on each other's writing assignments using a shared document.

Objective: To foster trust, respect, and constructive communication, utilising digital tools.

Example:

Instruction: In pairs, exchange your writing assignments using the shared document. Read your partner's work and provide constructive feedback. Focus on what they did well and where they can improve.

Objective: Develop trust, respect, and constructive communication through online peer editing.

4. Online Group Reading Circles:

Exercise: Reading and discussing a text using an online platform.

Instruction: Read a text together using an online platform and discuss it via chat or video conference.

Objective: To encourage active listening, communication, cooperation, and respect through digital means.

Example:

Instruction: In groups of 5, read the given text together using the shared document. After reading, discuss what you understood via chat. Each member must share their thoughts.

Objective: Promote active listening, communication, cooperation, and respect through online group reading circles.

5. Online Jigsaw Reading:

Exercise: Becoming an "expert" using online resources.

Instruction: Split a reading passage into sections and use online resources to research. Each group reads a section and teaches it to the rest of the class via video presentation.

Objective: To promote cooperation, teamwork, responsibility, and communication using digital tools.

Example:

Instruction: In groups of 4, use online resources to research the given passage. Become an "expert" on your section. After that, each group member presents their part via video conference.

Objective: Promote cooperation, teamwork, responsibility, and communication through online jigsaw reading.

6. Online Think-Pair-Share:

Exercise: Sharing thoughts using an online platform.

Instruction: Think about a question or topic, discuss with a partner using a chat or video call, and then share with the class.

Objective: To encourage communication, active listening, empathy, and respect using digital means.

Example:

Instruction: Think about the question "What would you do if you found a lost puppy?" Discuss your thoughts with your partner using the chat, and then share your ideas with the whole class via video conference.

Objective: Encourage communication, active listening, empathy, and respect through online think-pair-share.

7. Digital Group Projects:

Exercise: Working together on a digital project.

Instruction: Create something related to the English lesson, such as a digital poster, a short digital play, or a recorded video presentation.

Objective: To promote cooperation, teamwork, responsibility, and communication using digital tools.

Example:

Instruction: In groups of 4, create a digital poster related to the story we read using an online collaboration tool. Each member must contribute to the poster and be ready to present it to the class.

Objective: Promote cooperation, teamwork, responsibility, and communication through digital group projects.

8. Digital Emotion Check-Ins:

Exercise: Sharing emotions using a digital platform.

Instruction: Before beginning group work, share how you're feeling with your group using a chat or video call.

Objective: To build emotional awareness and create a supportive environment using digital means.

Example:

Instruction: Before starting the activity, each group member shares how they're feeling today via chat or video call. Remember to be supportive and respectful.

Objective: Build emotional awareness and create a supportive environment through digital emotion check-ins.

9. Digital Conflict Resolution Role-Play:

Exercise: Resolving conflicts using digital platforms.

Instruction: Role-play how you would resolve a conflict that arises during group work using a video conference.

Objective: To promote conflict resolution, empathy, communication, and problem-solving using digital means.

Example:

Instruction: Imagine a conflict arising during our group work. In pairs, role-play how you would resolve it using active listening and empathy via video conference.

Objective: Promote conflict resolution, empathy, communication, and problem-solving through digital role-play.

10. Digital Gratitude Circle:

Exercise: Sharing appreciation using a digital platform.

Instruction: Share something you appreciate about one of your group members or something positive that happened during the activity using a chat or video call.

Objective: To promote gratitude, kindness, relationship skills, and empathy using digital means.

Example:

Instruction: At the end of the activity, each group member shares something they appreciate about one of their group members or something positive that happened during the activity via chat or video call.

Objective: Promote gratitude, kindness, relationship skills, and empathy through a digital gratitude circle.

11. Digital Mindfulness and Relaxation Techniques:

Exercise: Relaxation activities using digital platforms.

Instruction: Integrate short mindfulness or relaxation activities into group work sessions using online resources.

Objective: To help manage stress and improve focus using digital means.

Example:

Instruction: Before starting the activity, let's take a few deep breaths together using the guided meditation video I shared. Close your eyes and focus on your breathing for one minute.

Objective: Help manage stress and improve focus through digital mindfulness and relaxation techniques.

12. Digital Community Building Activities:

Exercise: Team-building games using digital platforms.

Instruction: Integrate team-building games and activities at the beginning of group work sessions using online resources.

Objective: To strengthen the bond between group members using digital means.

Example:

Instruction: Before starting the activity, let's play a quick team-building game online to strengthen our bond.

Objective: Strengthen the bond between group members through digital community-building activities.

13. Digital Reflective Journaling:

Exercise: Writing about the experience using digital tools.

Instruction: After completing group activities, write in a digital journal about the experience, what you learned, and how you felt.

Objective: To encourage self-reflection and emotional awareness using digital means.

Example:

Instruction: After completing the activity, take a few minutes to write in your digital journal about your experience. What did you learn? How did you feel during the activity?

Objective: Encourage self-reflection and emotional awareness through digital reflective journaling.

By incorporating these digital technological solutions into small group activities in English lessons, primary school students can develop important socio-emotional, and digital skills while also improving their language proficiency.

APPENDIX L

Interaction group technologies

1. Spinner:

Description:

Spinner is a group technology where students are organised into groups, and each group is given a set amount of time to work on a task or activity. After the time elapses, groups rotate to the next station. It allows every student to engage in different tasks, encourages collaboration, and prevents one student from dominating the group.

Procedure:

Divide the students into groups. Each group is assigned a specific task or activity.

Set a timer for the given time frame.

When the time is up, each group rotates to the next station, or the next group rotates to them, depending on the setup.

Repeat until each group has completed all the tasks or activities.

Benefits:

Equal participation.

Encourages collaboration.

Prevents one student from dominating the group.

Provides exposure to different tasks or activities.

Example:

Instruction: Analyse a short passage and answer comprehension questions.

Procedure:

Divide the class into four groups: A, B, C, and D.

Assign each group a different short passage and comprehension questions.

Set a timer for 15 minutes.

After 15 minutes, each group rotates to the next station.

Continue the process until each group has completed all the tasks.

2. Leader:

Description:

The Leader group technology designates one member of each group as the "Leader". The leader's role is to guide the group, facilitate discussion, and ensure that all members contribute and collaborate effectively.

Procedure:

Divide the students into groups.

Assign a leader for each group.

The leader's responsibilities include:

Facilitating discussions.

Encouraging all group members to participate.

Ensuring the group stays on task and within the time frame.

Resolving conflicts within the group.

Providing support and guidance to group members.

Rotate the leader role for each new task or activity to provide equal opportunities.

Benefits:

Encourages leadership skills development.

Ensures efficient group functioning.

Distributes responsibility evenly among group members.

Example:

Instruction: Discuss a theme from the story you read last week and how it relates to real life.

Procedure:

Divide the class into groups of five.

Assign a leader for each group.

The leader facilitates the discussion, ensuring each member participates and stays on topic.

Rotate the leader's role for each new task or activity.

3. Jigsaw:

Description:

Jigsaw is a cooperative learning strategy where students work collaboratively in small groups to learn, solve problems, or analyse texts. Each group member is responsible for learning a section of the material and then teaching it to the rest of the group.

Procedure:

Divide the students into small groups.

Assign each member of the group a different section of the material to become an "expert" on.

Provide time for individual study.

Regroup the students into "expert groups" where each group has a member from each original group, ensuring every member of the group is an "expert" on a different section.

Have the "expert groups" discuss and teach their section to the rest of the group.

Allow time for questions and clarification.

Benefits:

Encourages active learning.

Develops collaboration and communication skills.

Promotes accountability and responsibility.

Example:

Instruction: Analyse a historical event and its significance.

Procedure:

Divide the class into groups of four.

Assign each member of the group a different aspect of the historical event to become an "expert" on causes, consequences, key figures, and significance.

Provide time for individual study.

Regroup the students into "expert groups" with one member representing each aspect. In the "expert groups", have each member present their findings.

APPENDIX M

Examples of exercises according to the Karpiuk textbook for grades 7–9

Author's exercises

Grade 7. (The main goal is to involve students in communicating in English in an interactive format, increase motivation and integrate skills.)

"Getting to know each other in a circle" (survey game).

Goal: to develop students' ability to ask and answer personal questions in English; to promote communication and mutual understanding.

Description: The teacher creates a small circle of students and reads out a set of questions (for example, "What is your favorite hobby?", "Do you have a pet?", "What is your best friend's name?"). Each student takes turns taking a question from the "boat" and answering in English. To make the situation livelier, you can add a certain element of movement (for example, the student answering takes a step into the centre of the circle).

Instructions: The teacher asks a question, the students take out a token with a question and, standing in the centre of the circle, say the answer. The other students listen carefully.

Type of interaction: frontal cross, group (class-teacher, student-class).

Develop: speaking (oral) and listening skills, as well as social communication skills.

"Picture Stories" (group task).

Objective: to develop listening, speaking and creative thinking skills; to use the vocabulary learned on the topic "Daily Activities" or "Hobbies".

Description: The class is divided into small groups of 3-4 students. Each group receives a set of cards with images of actions (e.g. "get up", "brush teeth", "go to school", etc.) or situations from the lesson (e.g. a scene at school or in the field). Students must compose a short story or dialogue using these pictures and then rehearse it in groups. At the end, each group presents its story to the rest of the class.

Instructions: In groups, compose a sequence of actions or a dialogue using these pictures. Then tell or act it out to other students.

Type of interaction: cooperative work in small groups (students with each other).

Develop: speaking, listening (when listening to other groups), as well as writing and reading (students can take notes and discuss the text during the preparation of stories).

"My Ideal Day" (pair presentation).

Purpose: to motivate emotional engagement (describe favorite activities), integrate speaking and writing skills.

Description: Students are paired up and given the task of describing their "ideal day" in English: morning habits, favorite activities, evening activities. Each student first makes a short plan or writes down a few sentences in writing, and then the pair discusses and prepares a joint oral story. If necessary, you can give a structure-frame (for example, "In the morning I..., after that I..., in the evening I...").

Instructions: "Write down a few sentences about your ideal day. Then discuss with your partner and tell each other about your day plan in English."

Type of interaction: pair work.

Develop: speaking, writing and reading (writing down your own thoughts), as well as social and communicative skills (agreement, cooperation).

Grade 8. (Working on the new content of the textbook, the exercises should stimulate discussion, critical thinking and the use of practical vocabulary)

"*Brainstorming with debates*" (discussion task).

Purpose: to develop oral and critical thinking skills; encourage active participation of students.

Description: The lesson is devoted to the topic "Mass Media" or "Social Networks" (according to the content of the textbook). The class is divided into two

groups - "for" and "against" this phenomenon (for example, the benefits and harms of social networks). First, the groups have a few minutes to discuss the arguments, then a regulated discussion-debate is held: each student expresses his opinion, asks questions to his opponents. The teacher supports the speech flow, controls the rules.

Instructions: Divide into two groups. Discuss the arguments "for" and "against" the topic. Then take turns expressing your thoughts in English.

Type of interaction: group work (discussion of two teams).

Develop: speaking, listening (responding to classmates' speeches), as well as speech skills to formulate arguments and ask questions (during debate, students train lexical and discursive skills).

"*Role play in a store*" (integrated task).

Purpose: to develop practical communication skills (dialogues in everyday situations); to enrich vocabulary on the topic of "Shopping" or "Food".

Description: Students in pairs/threes play the role of a seller and a buyer in a store or cafe. Each group receives a situation (for example, buying groceries, ordering at a restaurant). Students prepare dialogues for the situation, using the vocabulary of the textbook (product names, polite phrases, etc.). Part of the class can act as observers and provide feedback.

Instructions: Work in pairs. Create a dialogue between the seller and the buyer: use words from the topic of the lesson. Act it out in front of the class.

Type of interaction: pair/group work.

Develop: speaking, listening, reading (if there are instruction cards), as well as social skills ("role-playing" in real conditions).

"*Multimedia quest*" (team task).

Purpose: to activate the use of reading and listening skills through integration with digital resources; to promote collective problem solving.

Description: The class is divided into several teams. Each team receives QR codes or a link to a short video/audio clip in English (on the topic of the textbook)

and a set of questions for it. Students watch the fragment, answer the questions in writing, and then compare the answers orally with each other. The winner may be the group that gave the most correct answers.

Instructions: Scan the QR code, watch the video carefully. Discuss and write down the answers to the questions in your group. Then representatives of each group will voice the answers to the class.

Type of interaction: team group work using technology.

Develops: listening, reading, oral speech (group discussion and presentation of the answer), as well as digital competencies.

Grade 9. (Assignments for high school students should be more complex and include deeper analysis of the material, integration of various skills.)

"*Green Team Project*" (group project).

Objective: to develop speaking skills and social responsibility; integrate reading, writing and presentation skills.

Description: On the topic of "Environment", students are grouped to create a poster or a short presentation on an environmental issue (e.g., pollution, water conservation, waste sorting). Each group researches information (short texts in English or Internet resources), draws up a message plan, and prepares a joint report in English. At the end, the groups present their projects (orally and/or with a poster).

Instructions: Form groups. Choose an environmental topic. Read the materials, make a poster or slides with key information in English, and then present them.

Type of interaction: group project work.

Develop: reading (gathering information), writing (composing a report), speaking (presentation), and social and communicative skills (collaboration, project planning).

"*Global Issues Discussion*" (round table).

Purpose: to improve the ability to discuss serious topics; expand vocabulary on modern social problems.

Description: Students sit in a circle and receive cards with problematic questions (for example, "Is plastic dangerous for our life?", "Should everyone know English?"). Each person takes turns reading the question and expressing their opinion on it in English. Others can ask clarifying questions or give arguments. Such a "round table" promotes emotional involvement, as it touches on topical topics.

Instructions: Each student gets a card with a question, reads it and expresses their point of view. Others can discuss and ask questions.

Type of interaction: group discussion.

Develop: speaking (arguing their opinion), listening and critical thinking (analysis and refutation of classmates' arguments).

"*Interactive test-quest*" (team game).

Purpose: to summarise the studied material on the topic "Science and Technology" interactively; to increase motivation through an element of competition.

Description: The class is divided into teams. Each team receives a list of tasks (for example, a crossword, a rebus or a question on the topic of the textbook). Tasks can combine different formats: for example, audio questions with missing words, a short text explanation or a line with gaps to fill in. Teams must find the correct answers as quickly as possible and justify them. The team that completes all tasks first wins.

Instructions: Complete the quest tasks in teams: listen to the audio, fill in the gaps, solve the puzzles. Write down your answers and explanations.

Type of interaction: team group competitive work.

Develop: all speech skills - listening (listening to audio fragments), reading and writing (completing tasks), speaking (discussing answers), as well as speed of thinking and the ability to work in a team.

Each of the above exercises is designed taking into account the principles of a child-centred approach: active participation of students (free communication, choosing a project topic), work in small groups or pairs, emotional involvement in discussing interesting topics, as well as the integration of several speech skills in one task. Such exercises contribute to the formation of motivation and cognitive interest and make it possible to assess the quality of students' knowledge in the dynamics of their activities.

APPENDIX N

Methodical recommendations for classroom organisation and management of training in small groups of interaction in English lessons in institutions of basic secondary education

"My students will not learn new things from me; they will discover this new thing themselves. My main task is to help them open up and develop their own ideas"

I. G. Pestalozzi

One of the most important tasks facing an English teacher in a modern school is teaching foreign language communication, ensuring maximum activation of students' communicative activities in the classroom under the guidance of a teacher.

In English lessons, to enhance the cognitive and practical activities of students, a teacher can use a variety of techniques, forms and methods of classroom organisation and management. One of the forms that allows students to open up is group work in classroom organisation. A small group is a certain number of students - 3, 4, or 5 people, temporarily united by a teacher or on his own initiative, in order to complete an educational task and having a common aim, functional structure.

Basic principles of training in small groups:

1.Social interaction

2. Positive interdependence

3.Personal reporting

4.Equal share of participation of everyone

5. Child-centred approach

6. Humanisation of training.

The principle of positive interdependence and interaction is that the successful performance of work by the entire group depends on the results of the work of each member of this group.

The principle of personal accountability is that group work should be planned to ensure equal participation by everyone.

Forms of organisation of small groups of interaction:

1. By choice of leaders;

2. At the request of students;

3. By teacher's choice;

4. By a certain feature;

5. Randomly.

Homogeneous group work involves small groups of students completing the same task for everyone.

Differentiated - performing different tasks by different small groups.

Group teaching methods:

Group discussion

Method of "cut information"

"Learning together" method

Project method

Six hats

Find the mistakes

Find matches

"Brownian motion"

Mosaic method

Aquarium

Spinner

Jigsaw

Group discussion is a way of organising joint activities of students under the guidance of a teacher to solve group problems or influence the opinions of participants in the communication process.

Method of "cut information" - a teacher creates small groups of students; each student is provided with only part of the information necessary to complete any educational task. Students must take turns teaching and helping each other.

Learn-together method - students work on a topic or vocabulary in heterogeneous groups. After this, the groups compare the results of their work.

Project Method - students search for information they need to complete and present their work.

Brownian movement - involves the movement of students throughout the class to collect information on the proposed topic, while simultaneously practicing all kinds of grammatical structures.

Mosaic method - allows students to obtain a large amount of information in a short time. When using this method, students develop a positive dependence on each other, they learn responsibility and teamwork.

The "Six Thinking Hats" method is a system of thinking organisation that describes tools for structuring group discussion and individual mental activity using six coloured hats.

The "Aquarium Method" is an approach to language learning that involves immersing learners in a rich linguistic environment where they are exposed to English in a variety of contexts.

For group work to give the desired developmental effect, it is necessary for a teacher to monitor the redistribution of roles between children.

Roles in the group:

reader - reads aloud;

secretary – records on behalf of the group;

speaker - tells what the group decided;

timekeeper - keeps track of time;

editor - corrects errors.

Redistribution and exchange of roles is a mandatory principle for organising group work.

The main contraindications when organising group work. It is forbidden:

- to form a small group of weak students;

- to demand complete silence;

- to punish students by depriving them of the right to participate in group work;

- to work in group for more than half a lesson.

Performing the tasks of artistic type projects stimulates the manifestation of identity of a student, the desire for collective interaction and equal partnership. It increases self-esteem of younger students who are gradually realising their knowledge of community as active and equal participants in the process of learning. Students' dexterity improves. And this affects the enrichment of the working toolkit of learning, because of which the conviction of the social value of student work is formed in students. They develop artistic tastes and diligence, stimulate positive emotions, thanks to which educational work acquires spiritual meaning. Students begin to perceive it not only as a perceived necessity, but also as a source of aesthetic pleasure. This source is fueled by the implementation of theater projects, the interest in participating in which is explained by suggestiveness of younger students, their ability to imitate, aesthetic attitude to the environment.

A specific feature of projects of any type is that the performance of tasks during the implementation of project activities is designed to ensure the consistent structuring of speech communication of younger students at all levels of this process (receptive, reproductive, reproductive-productive, productive), as a result of which students are constantly in a communicative regime and their interest in performing these tasks does not disappear.