

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**  
**H. S. SKOVORODA KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY**  
**University of Manchester (the United Kingdom)**  
**Journal Revue internationale d'éducation de Sèvres (France)**  
**Østfold University College (Norway)**  
**University of Vlore "Ismail Qemali" (Albania)**  
**King Sejong Tra Vinh University (Vietnam)**  
**Amity University Mumbai (India)**  
**Mid-West State University – UNICENTRO (Brazil)**  
**Sinop University (Turkey)**

# **CONFERENCE PROCEEDINGS**

**II International Scientific &  
Practical Conference**

**LEARNING & TEACHING:**

**after War and  
during Peace**

(Kharkiv, Ukraine)

**10 November, 2023**

**KHARKIV – 2023**

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## CONTENTS

<b>CONFERENCE ORGANIZING COMMITTEE</b> .....	17
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### HUMANITARIAN SECTION

<b>BATSUROVSKA, Ilona, &amp; DOTSENKO, Nataliia</b> CHALLENGES AND PROSPECTS OF EDUCATION IN TIMES OF ARMED CONFLICT.....	19
<b>BATSUROVSKA, Ilona, &amp; KUREPIN, Viacheslav</b> MODERN FEATURES OF THE FUNCTIONING OF THE EDUCATION SYSTEM DURING MARTIAL LAW .....	21
<b>BATENKOVA, Alona</b> TRAINING IN TIME OF WAR AND IN PEACETIME .....	23
<b>BERESTOK, Olha</b> MAIN ASPECTS OF THE CONCEPT OF “SAFE EDUCATIONAL ENVIRONMENT” IN THE PARADIGM OF MODERN CHALLENGES.....	24
<b>BEREZNIUK, Anna, &amp; BORIAK, Inna</b> BASIC LEGAL TERMS IN THE STUDY OF THE ENGLISH LANGUAGE.....	25
<b>BIELIAIEVA, Olena</b> THE ROLE OF INNOVATIVE PROJECTS IN EDUCATION, SCIENCE, ECONOMY...	26
<b>BOICHENKO, Marianna</b> THE DEVELOPMENT OF PRIMARY STUDENTS' PHONETIC COMPETENCE ..	28
<b>BONDARENKO, Stepan</b> HOW TO DEVELOP EDUCATION AFTER THE WAR: PROBLEMS AND SOLUTIONS.....	29
<b>BOZHKO, Yuliia</b> THE ROLE OF SMALL TALK IN ENGLISH LANGUAGE COMMUNICATION .....	30
<b>Thi Hoang Hoa CHAU</b> ANALYZING CULTURAL REPRESENTATION IN AN <i>EFL</i> COURSE BOOK IN VIETNAM.....	32
<b>CHEPURNA, Valeriia</b> BORROWING MILITARY LEXICON: LINGUISTIC AND EDUCATIONAL CONSIDERATIONS.....	33
<b>CHERENKOVA, Hanna</b> IMPLEMENTATION OF MODERN REQUIREMENTS FOR ELECTRONIC EDUCATIONAL GUIDES.....	34
<b>CHERNOVOL-TKACHENKO, Raisa, &amp; BALYUK, Viktoriya</b> SAFE EDUCATIONAL ENVIRONMENT AT SCHOOLS: A CASE FROM DERGACHY COMMUNITY.....	35

<b>CHETVERYK, Victor</b>	
MULTIMEDIA RESOURCES IN FOREIGN LANGUAGE LEARNING FOR INTERCULTURAL COMPETENCE DEVELOPMENT.....	36
<b>DANYLENKO, Anastasiia</b>	
THE USE OF INNOVATIVE TECHNOLOGIES AND INTERACTIVE TEACHING METHODS FOR FL COMPETENCE FORMATION IN PRIMARY SCHOOL LEARNERS.....	38
<b>DMYTRENKO, Maryna</b>	
LEARNING A FOREIGN LANGUAGE AFTER THE WAR.....	39
<b>DOTSENKO, Nataliia</b>	
PECULIARITIES OF DISTANCE LEARNING DURING THE WAR.....	40
<b>EKSTAM, Jane</b>	
YOUNG ADULT STORIES OF NON-VIOLENCE IN A VIOLENT WORLD: THE CASE OF <i>THE WAY BETWEEN</i> .....	41
<b>ELISENBERG, Marion, HANSEN, Jessica, HÄBLER, Camilla, &amp; NÆSJE, Ragnhild</b>	
ACTION FOR SUSTAINABLE DEVELOPMENT.....	42
<b>FEDORIAKA, Dmytro</b>	
PLUSES AND MINUSES OF MODERN LMS SYSTEMS.....	43
<b>GULICH, Oleh</b>	
THE IMPORTANCE OF QUALITY CONTROL OF PHYSICAL EXERCISES DURING DISTANCE LEARNING.....	44
<b>GULICH, Ihor</b>	
THE APPLICATION OF RESEARCH METHODS FOR ASSESSING THE PHYSICAL QUALITIES OF ATHLETES.....	45
<b>GULICH, Olena</b>	
APPLICATION OF MODERN PLATFORMS AND TOOLS IN LEARNING ENGLISH.....	46
<b>GENGCHEN, Liu</b>	
TEACHING THE CHINESE LANGUAGE IN CHINA WITH SONGS.....	48
<b>GURINA, Sofia, &amp; SMOLIANIUK, Natalia</b>	
PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS UNDER MARTIAL LAW.....	49
<b>HALYTSKA, Olena</b>	
IMPLEMENTATION OF THE OFF-LINE METHODS IN A LIVE ONLINE MEETING.....	50
<b>HAOZHE, Jiang</b>	
FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FOR YOUNG LEARNERS.....	51
<b>HLADKIH, Anastasiia</b>	
<i>ORIGAMOTHERAPY</i> AS A METHOD OF RESTORATION OF PSYCHO-PHYSIOLOGICAL CAPABILITIES OF STUDENTS IN PEACEFUL POST-WAR TIMES.....	52

<b>HOLUB-ZAICHENKO, Vita</b>	
THE USE OF GAMING TECHNOLOGIES IN ENGLISH LESSONS .....	53
<b>HRONA, Nataliia</b>	
HIGHER EDUCATION STUDENTS' EMOTIONAL INTELLIGENCE IN THE WAR CONDITIONS: CONTENT, FORMATION, DEVELOPMENT IN THE CONTEXT OF LEARNING THE UKRAINIAN LANGUAGE .....	54
<b>HRYNCHENKO, Ihor, &amp; KOLII, Serhii</b>	
FACTORS INFLUENCING THE REDUCTION OF COMPETITIVE PERFORMANCE IN VOLLEYBALL PLAYERS.....	55
<b>HRYTSKO, Tatiana</b>	
METHODS OF IMPLEMENTING ENGLISH LANGUAGE INTERNET RESOURCES IN THE EDUCATIONAL PROCESS.....	56
<b>HUCHENKO, Kateryna</b>	
APPROPRIATENESS OF TEACHING THE COURSE "MILITARY CRIMINAL OFFENCES" UNDER THE CRIMINAL CODE OF UKRAINE: THE WAR BURDEN AS A STAMP .....	57
<b>HURENKO, Olha, LYNDINA, Yevheniia, &amp; POPOVA, Anastasiia</b>	
INCLUSION POLICY AT BSPU: ANALYSIS OF THE STATE OF IMPLEMENTATION .....	58
<b>HUSENKO, Kristina</b>	
MERITS AND DEMERITS OF INTRODUCING ARTIFICIAL INTELLIGENCE IN THE EDUCATION SYSTEM OF WARTIME .....	59
<b>HUSENKO, Kristina</b>	
THE ROLE OF INTERACTIVE PLATFORMS IN TEACHING DURING THE WAR.....	60
<b>KAMBERI, Fatjona</b>	
FOSTERING A LIFELONG LEARNING APPROACH AT AN INTERNATIONAL LEVEL THROUGH STAFF MOBILITY: SUGGESTIONS FROM A FOCUS GROUP ANALYSIS IN ALBANIA.....	61
<b>KARACHENKO, Demid, &amp; GOLENKOVA, Yuliia</b>	
OVERCOMING STRESS STATES IN SUMO WRESTLERS THROUGH PHYSICAL AND MENTAL RELAXATION METHODS .....	62
<b>KARPENKO, Maria</b>	
FAIRY TALE THERAPY AS A MEANS OF PSYCHOLOGICAL SUPPORT FOR PRESCHOOL CHILDREN IN WAR CONDITIONS .....	64
<b>KASHKINA, Valeria, &amp; KHOMUTOVA, Hanna</b>	
EDUCATION IN TIMES OF CONFLICT AND PEACE .....	65
<b>HOLUBNYCHA, Liudmyla</b>	
PECULIARITIES OF USING MODERN TECHNOLOGIES IN EDUCATION DURING MARTIAL LAW IN UKRAINE .....	66
<b>KHRABAN, Tetiana</b>	
THE GENDER ASPECT OF EDUCATION AT MILITARY COLLEGES & ACADEMIES.....	67

<b>KHYZHA, Ivan</b>	
A BREAKTHROUGH OF THE MODERN TIBETAN LITERATURE: A NATIONAL MOTIF.....	68
<b>KIRASH, Iryna, &amp; GOLENKOVA, Yuliia</b>	
THE EFFECTIVENESS OF CHILDREN'S FITNESS DIRECTIONS IN CONDUCTING ONLINE TRAINING FOR YOUNG ATHLETES ENGAGED IN SPORTS AEROBICS.....	69
<b>KOLISNICHENKO, Maksym</b>	
THE CHOICE OF DIGITAL TECHNOLOGIES FOR APPLICATION IN THE ENGLISH LANGUAGE CLASSROOM.....	70
<b>KOLISNYK, Oleksandr, &amp; NAUMEYKO, Igor</b>	
LEARNING AND TEACHING AFTER WAR: EMERGENCY MODELS IN THE OBJECT-PROTECTION SYSTEM.....	72
<b>KOMAR, Iryna</b>	
ADVANTAGES OF USING ARTIFICIAL INTELLIGENCE WHEN LEARNING A FOREIGN LANGUAGE.....	73
<b>KONYUKHOVA, Daria</b>	
ONLINE BOARD AS AN ESSENTIAL TOOL FOR DISTANCE LEARNING OF ELEMENTARY EDUCATION STUDENTS.....	74
<b>KOPIIEVSKA, Yuliia</b>	
PROMOTING ENGLISH LANGUAGE LEARNING DURING THE WAR AS A KEY TO UKRAINE'S FULL INTEGRATION INTO THE EUROPEAN SPACE AFTER THE VICTORY.....	75
<b>KOSTIKOVA, Ilona</b>	
USING FLASHCARDS ONLINE FOR YOUNG LEARNERS IN WARTIME.....	76
<b>KOVALOVA, Valeriia</b>	
EFFECTIVENESS CRITERIA OF A MODERN COMPUTER SCIENCE LESSON IN THE CONDITIONS OF DISTANCE EDUCATION.....	77
<b>KRAVCHUK, Svitlana</b>	
MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES.....	78
<b>KRAVCHUK, Svitlana</b>	
CURRENT ADVICE FOR PARTICIPANTS IN THE EDUCATIONAL PROCESS ON ACADEMIC INTEGRITY.....	79
<b>KRISHTAL Anna</b>	
STUDY OF DISTANCE EDUCATION IN SECONDARY SCHOOL IN WAR AND POST-WAR CONDITIONS.....	80
<b>KULIKOVA, Iryna</b>	
FUNCTIONAL-PRAGMATIC MANIFESTATIONS OF THE DISCOURSE OF ATTENTION IN THE BRITISH, AMERICAN AND UKRAINIAN LINGUOCULTURAL SETTING.....	81
<b>KURULIUK, Yelyzaveta</b>	
WAR AND STUDY: DIFFICULTIES AND WAYS TO OVERCOME THEM.....	82

<b>KUZMENKO, Alyona</b>	
SEMANTIC POTENTIAL OF EXPRESSIVE VOCABULARY IN THE ONLINE EDITION "GORDON" .....	83
<b>KUZMENKO, Svitlana</b>	
FEATURES OF TEXT FORMATION IN UKRAINIAN LANGUAGE LESSONS IN HIGH SCHOOL .....	84
<b>KUZMENKO, Svitlana</b>	
ACTIVITY – BASED APPROACH IN EDUCATION.....	85
<b>KYRYCHENKO, Valentyna</b>	
CHARACTERISTICS OF METHODOLOGICAL APPROACHES IN TEACHING THE TOPIC "SOAP" IN GRADE 10 .....	86
<b>LALO, Rezarta</b>	
NURSING STUDENTS' PERCEPTIONS OF LEADERSHIP DIMENSIONS AND THE NEED FOR NURSING LEADERSHIP EDUCATION IN THE UNIVERSITY CURRICULUM: A QUALITATIVE CONTENT ANALYSIS FROM THE UNIVERSITY OF VLORA, ALBANIA.....	88
<b>LEONTIEVA, Mariia</b>	
SCIENTIFIC WORK AND WAR IN UKRAINE .....	89
<b>LEVKIN, Dmytro</b>	
MODERN APPROACH TO TEACHING HIGHER MATHEMATICS BY DISTANCE EDUCATION LEARNING FOR STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE .....	90
<b>LOHACHOV, Dmytro</b>	
APPLICATION OF COMPUTER GAMES IN EDUCATION .....	92
<b>LOZOVA, Natalia</b>	
FORMATION OF LANGUAGE COMPETENCE OF THE UKRAINIAN-SPEAKING STUDENT .....	94
<b>LUKIANETS, Maryna</b>	
USE OF DIGITAL TECHNOLOGIES FOR ASSESSMENT IN MATHEMATICS LESSONS IN 5 <sup>TH</sup> GRADE.....	95
<b>LUPARENKO, Svitlana, &amp; IAVORSKYI, Andrii</b>	
FORMATION OF STUDENTS' LEGAL CULTURE IN WAR AND POST-WAR TIME .....	97
<b>MAIEVSKA, Olha, &amp; SEMENYSHYN, Olena</b>	
ANALYSIS OF THE GENERAL PROVISIONS OF THE DRAFT LAW "ON THE USE OF THE ENGLISH LANGUAGE IN UKRAINE" .....	98
<b>MAIKO, Iryna</b>	
USE OF ONLINE TOOLS IN MIXED AND DISTANCE LESSONS OF THE ENGLISH LANGUAGE .....	99
<b>MAKAROVA, Elizabeth</b>	
LEARNING AND TEACHING: DURING THE WAR AND PEACE .....	100



<b>MANCHYNSKA, Nataliia, &amp; VASYLENKO, Sofiia</b>	
MIGRATION OF STUDENTS AS A RESULT OF THE WAR: SHORT-TERM AND LONG-TERM CONSEQUENCES .....	101
<b>MARGOLIN, Adrian</b>	
MEMES AS TEACHING TOOLS.....	102
<b>MAZEPA, Iryna</b>	
RETELLING IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE .....	104
<b>MELNIKOVA, Olena</b>	
IMPACT OF ARTIFICIAL INTELLIGENCE ON SOCIETY .....	105
<b>MIROSHNYCHENKO, Anhelina</b>	
THE PROBLEM OF MOTHERHOOD IN MODERN WORKS ABOUT WAR.....	106
<b>MISHCHENKO, Yuliia</b>	
FEATURES OF DEVELOPING OF ECOLOGICAL COMPETENCE OF STUDENTS ON THE EXAMPLE OF STUDYING THE PROPERTIES OF DETERGENTS.....	108
<b>MIZIAK, Oleksandra</b>	
THE IMPACT OF LINGUISTIC ENVIRONMENT ON THE DEVELOPMENT OF BILINGUAL COMPETENCE IN STUDENTS .....	110
<b>MOSKALENKO, Ruslan, &amp; GOLENKOVA, Yuliia</b>	
DESCRIPTION OF MEANS FOR DEVELOPING SPECIFIC ENDURANCE IN SPORT SAMBO.....	111
<b>MUDRYK, Olena</b>	
MOTIVATING CADETS IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS TO LEARN ENGLISH DURING AND AFTER WAR .....	113
<b>MUKHINA, Tetiana</b>	
DIGITALIZATION AND DIGITAL TECHNOLOGIES AS THE KEY TO SUCCESSFUL EDUCATIONAL PROCESS IN THE POST-CONFLICT PERIOD.....	114
<b>MYROSHNYCHENKO, Mykhailo, KUZNETSOVA, Milena, BIBICHENKO, Victoria, &amp; MYROSHNYCHENKO, Serhii</b>	
THE IMPACT OF EXTERNAL POSITIVE MOTIVATION FOR OBTAINING EDUCATION AMONG STUDENTS OF A MEDICAL UNIVERSITY .....	115
<b>NAGAYEV, Viktor, GERLIAND, Tetiana, SAHACHKO, Yuliia, &amp; CHALIY, Igor</b>	
DIDACTIC FOUNDATIONS FOR MANAGING STUDENTS' INDEPENDENT WORK IN THE CONTEXT OF SMART EDUCATIONAL TECHNOLOGIES.....	116
<b>NIKOLAIENKO, Yuliia</b>	
COLLABORATION SKILLS DEVELOPMENT WHILE TEACHING ENGLISH TO UNIVERSITY STUDENTS.....	118
<b>NOZDRACHOVA, Daria</b>	
POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN CHEMISTRY LESSONS DURING DISTANCE LEARNING .....	119
<b>OLEFIRENKO, Nadiia</b>	
METHODS OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN EDUCATION.....	120

<b>OLEFIRENKO, Nadiia, &amp; KURHANSKYI, Andrii</b>	
KEY ISSUES IN PREPARING STUDENTS FOR COMPUTER SCIENCE COMPETITIONS.....	121
<b>NIKOLAIENKO, Yuliia, &amp; OVSII Anna</b>	
SPECIFIC FEATURES OF CAR MANUALS TRANSLATION .....	122
<b>PANASHCHENKO, Roman</b>	
CHEMISTRY EDUCATION FOR STUDENTS DURING THE WARTIME AND IN POST-WAR UKRAINE.....	123
<b>PAPKA, Liliia, &amp; GOLENKOVA, Yuliia</b>	
JUSTIFICATION OF THE NEED TO CULTIVATE ARTISTRY IN RHYTHMIC GYMNASTICS .....	124
<b>PASICHNYK, Maryna, &amp; SMOLIANIUK, Nataliia</b>	
DIDACTIC TOOLS FOR THE FORMATION OF GENERAL CULTURAL COMPETENCE OF PRIMARY SCHOOL STUDENTS.....	126
<b>PAVLENKO, Diana</b>	
THE ROLE OF A TEACHER OF UKRAINIAN LITERATURE AFTER THE WAR ..	127
<b>PEDAN, Radyslav, &amp; YESILEVSKYI, Valentyn</b>	
REFORMING EDUCATIONAL PROGRAMS IN TEACHING MODERN METHODS OF RECOGNITION IN COMPUTER VISION .....	128
<b>PETRYK, Kristina, &amp; HOMENIUK, Daria</b>	
DIDACTIC GAME AS A MEANS OF ACTIVATING THE EDUCATIONAL AND COGNITIVE ACTIVITY OF PRIMARY EDUCATION STUDENTS DURING DISTANCE LEARNING .....	129
<b>PETRYK, Kristina, &amp; MALYSH, Yana</b>	
COMPARATIVE CHARACTERISTICS OF GERMAN AND UKRAINIAN PRIMARY EDUCATION.....	131
<b>PONIKAROVSKA, Svitlana</b>	
TEACHING REFERENTIAL TRANSLATION TO STUDENTS OF NON-PHILOLOGY SPECIALTIES .....	133
<b>PONOMAROVA, Natalia</b>	
ONLINE CAREER GUIDANCE: CHALLENGES AND OPPORTUNITIES .....	134
<b>PONOMAROVA, Vlada</b>	
HISTORICAL PERSPECTIVE OF GRAPH THEORY DEVELOPMENT.....	135
<b>PONOMARYOVA, Bohdana</b>	
TRAINING AFTER WAR AND IN PEACE.....	137
<b>PROTOPOPOVA, Svitlana</b>	
PROJECT ACTIVITY IN SCHOOL EDUCATION .....	139
<b>SAMODAY, Valentina, &amp; RASTOVA, Katerina</b>	
PROBLEMS OF INCOME FORMATION OF UKRAINIANS FROM STATISTICS POSITIONS.....	140
<b>ROMANOVA, Oksana</b>	
LEARNING IS ALWAYS NECESSARY .....	142

<b>SAIENKO, Nataliia</b>	
THE USE OF DIGITAL TECHNOLOGIES IN TEACHING PHONETICS TO UNIVERSITY STUDENTS.....	143
<b>SCHERBAK, Alona</b>	
LEARNING TO TEACH: IN WARTIME AND IN PEACETIME.....	144
<b>SELMAN, Orhan Gazi, DAĞLI, Gökmen, ALTINAY, Fahriye, &amp; ALTINAY, Zehra</b>	
EVALUATION OF STRATEGIC PLANNING PRACTICES OF MANAGERS IN PRIMARY EDUCATION INSTITUTIONS .....	145
<b>SHAPOVAL, Serhii</b>	
INTERTEXTUALITY IN UKRAINIAN LITERATURE .....	146
<b>SHAPOVALOV, Ivan</b>	
PECULIARITIES OF THE USE OF SYMBOLIC PROPER NAMES IN MODERN ENGLISH.....	148
<b>SHARPILO, Anna</b>	
CREATING IMMERSIVE LANGUAGE LEARNING ENVIRONMENT IN THE ENGLISH CLASSROOM.....	150
<b>SHUMAKOVA, Olga</b>	
LEARNING AND TEACHING ENGLISH: IN CONDITIONS OF WAR AND PEACE.....	151
<b>SINANAJ, Glodiana</b>	
HOW DO WORKPLACE WELLNESS PROGRAMS SERVE AS A PRACTICAL WAY TO ENCOURAGE HEALTHY BEHAVIOR.....	152
<b>SMILA, Alina</b>	
THE USE OF FOLKLORE AND ETHNOGRAPHIC MOTIFS IN THE WORKS OF THE "UKRAINIAN ART MOVEMENT" .....	153
<b>SOBCHENKO, Tetiana, &amp; KYRYLENKO, Sergiy</b>	
SOME ISSUES OF OVERCOMING EDUCATIONAL LOSSES OF HIGHER EDUCATION STUDENTS IN UKRAINE.....	154
<b>SOLOSHENKO-ZADNIPROVSKA, Nataliia</b>	
THE ROLE OF INTERNET RESOURCES IN THE FORMATION OF LISTENING SKILLS (within distance learning).....	155
<b>SOROKA, Olena</b>	
LEARNING AND TEACHING: After War and in Peace.....	157
<b>STRIUK, Natalia</b>	
SPEECH GENRES AS A REFLECTION OF SOCIOCULTURAL REALITY .....	158
<b>SUKHITSKA, Anastasiia</b>	
DEVELOPMENT OF INFORMATION COMPETENCE OF STUDENTS THROUGH OPTIMAL COMBINATION OF PRODUCTIVE METHODS AND METHODS OF CHEMISTRY TEACHING.....	159
<b>SUKHOVETSKA, Svitlana</b>	
THE USE OF CLIL IN ESP LEARNING .....	161

**SUSLICHENKO, Kateryna**

USING THE OPPORTUNITIES OF SOCIAL NETWORKS IN MASTERING MATHEMATICAL COMPETENCE IN SCHOOL.....162

**SVYSIUK, Olena**

CHALLENGES FOR EDUCATORS IN THE POSTWAR PERIOD.....163

**TARAB, Kateryna**

THE DIFFICULTIES OF TEACHING ENGLISH TO UKRAINIAN REFUGEE STUDENTS IN SWEDEN ..... 164

**TKACHENKO, Victoria**

USING GOOGLE JAMBOARD WHEN STUDYING THE TOPIC "LEXICOLOGY" .....165

**TSIKALO, Daria**

PECULIARITIES OF DEVELOPMENT STUDENTS' INFORMATION AND COMMUNICATION COMPETENCE DURING A VIRTUAL CHEMICAL EXPERIMENT .....166

**TSYBA, Myroslava**

EXPLORING THE SPECIFICITY OF THE HISTORICAL NOVEL GENRE IN UKRAINIAN LITERATURE: A COMPARATIVE ANALYSIS OF K. POLISHCHUK'S "OTAMAN ZELENYY" AND A. KOKOTIUKHA'S "THE CASE OF OTAMAN ZELENYY" ..... 168

**TVERDOKHLIEBOVA, Natalia, & KALINICHENKO, Viktoria**

THE ROLE OF PSYCHOLOGICAL SERVICES DURING THE WAR IN UKRAINE.....169

**TVERDOKHLIEBOVA, Natalia, YEVTUSHENKO, Nataliia**

USING NEW DIGITAL TECHNOLOGIES IN HIGH SCHOOL DURING THE WAR IN UKRAINE ..... 170

**UŞAKLI, Hakan**

PRECAUTIONARY BEHAVIOR TRAININGS FOR INDIVIDUALS WITH SPECIAL NEEDS EVALUATION OF THE EFFECT IN TERMS OF SOME VARIABLES .....171

**UŞAKLI, Hakan**

TEACHING CHILDREN PEACE DURING CIRCLE TIME .....172

**VALETSKA, Viktoriia**

LEARNING AND TEACHING: AFTER WAR AND IN TIMES OF PEACE.....173

**VERESHCHAKA, Anna**

STUDYING AND TEACHING AFTER THE END OF THE WAR IN UKRAINE ..... 174

**VERETIUK, Tetiana**

IMPLEMENTING CLIL METHODOLOGY ELEMENTS IN THE TEACHING PROCESS OF UKRAINIAN LITERATURE .....175

**VIEDIERNIKOVA, Tetiana**

INTERACTIVE METHODS OF FOREIGN LANGUAGE TEACHING FOR PHILOLOGICAL SPECIALTIES .....177

<b>VITOMSKYI, Yuriy</b>	WILL THE PARTICIPANTS OF THE EDUCATIONAL PROCESS FORGET THE DESTRUCTIVE POWER OF WAR, OR HOW PSYCHOLOGY HELPS TO SURVIVE IN PEACETIME .....	179
<b>VLASIUK, Tetiana</b>	PECULIARITIES OF MILITARY DISCOURSE .....	180
<b>VYSHNYK, Olena</b>	THE COGNITIVE ASPECT IN THE DEVELOPMENT OF PRIMARY SCHOOL STUDENTS' SPEECH .....	181
<b>YAKOVLIEVA, Alina</b>	EDUCATION AND TEACHING OF THE SPEECH THERAPIST: AFTER WAR AND DURING PEACE .....	183
<b>YAVORSKYI, Hlib, &amp; SEMENYSHYN, Olena</b>	COMPARISON OF THE LEGISLATION OF UKRAINE AND THE USA (ADA) IN THE FIELD OF ENSURING THE RIGHTS OF PERSONS WITH DISABILITIES .....	184
<b>YEVTUSHENKO, Nataliia, &amp; TVERDOKHLIEBOVA, Natalia</b>	PROSPECTS FOR MODERN TRENDS IN THE DEVELOPMENT OF HIGHER EDUCATION IN UKRAINE .....	186
<b>ZHYHUN, Bohdan</b>	ORGANIZATION OF HYBRID EDUCATION FOR UKRAINIAN STUDENTS, WHO CANNOT LEAVE UKRAINE DUE TO HOSTILITIES IN FOREIGN EDUCATIONAL INSTITUTIONS. ....	187
<b>ZHYLNIKOV, Oleksii, &amp; SAMODAI, Valentyna</b>	COMPARISON OF THE DISTRIBUTION OF THE PERMANENT POPULATION OF SUMY BY GENDER AND AGE FOR 2011 AND 2022 .....	188

## NATURAL & MATHEMATICAL SCIENCES SECTION

<b>ABDULLAIEVA, Aihun, HULIEVA, Visala, &amp; MYROSHNYCHENKO, Mykhailo</b>	DELAYED LIFE SYNDROME IN MEDICAL UNIVERSITY STUDENTS DURING THE WAR .....	190
<b>BIELIAIEVA, Olena</b>	IMPLEMENTATION OF INFORMATION TECHNOLOGIES IN PUBLIC ADMINISTRATION SYSTEMS.....	191
<b>SAMODAI, Valentyna, BILASH, Sofiia</b>	ANALYTICAL DATA ON THE MIGRATION OF UKRAINIANS ABROAD IN UKRAINE.....	193
<b>CHERNYSHOV, Bohdan</b>	APPLICATION OF THE METHOD OF GREEN-RVACHOV QUASIFUNCTIONS TO THE NUMERICAL ANALYSIS OF THE FIRST BOUNDARY VALUE PROBLEM FOR A SEMILINEAR ELLIPTIC EQUATION WITH THE LAPLACE OPERATOR IN $\mathbb{R}^2$ .....	194

<b>FEDOSIEIENKO, Andrii, &amp; NAUMEYKO, Igor</b>	
LEARNING AND TEACHING AFTER WAR: RECOVERY STRATEGIES AND CRISIS MANAGEMENT.....	195
<b>HONCHARENKO, Vadym, &amp; YESILEVSKYI, Valentyn</b>	
LEARNING MODERN CONTROL THEORY IN UKRAINIAN TECHNICAL UNIVERSITIES.....	196
<b>HORODOV, Vitalii</b>	
TEACHER'S PERSONAL WEBSITE .....	197
<b>HORODOVA, Alina, &amp;</b>	
THE PECULIARITIES OF THE SCHOOLCHILDRENS' RETENTION OF ATTENTION AFTER THE WAR AND DURING THE PEACE .....	198
<b>HREBINKINA, Olena, &amp; SAMODAI, Valentina</b>	
STATIC FEATURES OF THE DEVELOPMENT OF THE TEA BUSINESS IN UKRAINE.....	199
<b>KALINICHENKO, Alina</b>	
CONTROL OF THE MOBILE ROBOT .....	200
<b>KALINICHENKO, Anatolii, &amp; SIDOROV, Maxim</b>	
MODELING OF PROCESSES OF SPONTANEOUS IGNITION USING ROTHE'S AND TWO-SIDED APPROXIMATION METHODS.....	201
<b>KHARCHENKO, Yaroslav</b>	
FRACTAL ANALYSIS OF BIOELECTRICAL REALIZATIONS.....	202
<b>KLIMOV, Maksym</b>	
MICROGREENS EQUIPMENT: A STEM APPROACH FOR INTERDISCIPLINARY EDUCATION.....	203
<b>KLOKOVA, Kateryna</b>	
THE CHALLENGES OF TEACHING <i>BIOLOGY</i> IN WAR-TORN UKRAINE.....	204
<b>KORZHOV, Serhii, &amp; YESILEVSKYI, Valentyn</b>	
THE MAIN DIRECTIONS OF REFORMS IN ONLINE STUDYING OF STUDENTS IN IMAGE AND VIDEO PROCESSING AT UNIVERSITIES IN UKRAINE.....	205
<b>KOSHAK, Bohdan, FRANCHUK, Maksym, BILUKHA, Anastasia</b>	
STUDENT RESEARCH CLUBS AS A MEANS OF ENHANCING PRACTICAL SKILLS IN THE CONTEXT OF BLENDED AND DISTANCE LEARNING.....	206
<b>KOSTENKO, Marharyta</b>	
APPLICATION OF THE METHOD CHARACTERISTICS AT COMPUTER MODELING TRANSIENT REGIMES OF GAS FLOW ALONG THE PIPELINE SECTION.....	208
<b>KOVALCHUK, Sofiia</b>	
TAXONOMIC AND PHYTOCENOTIC FEATURES OF BRASSICACEAE REPRESENTATIVES OF THE FLORA OF KHARKIV REGION.....	209
<b>KRAVTSOV, Maksym</b>	
BASIC FEATURES OF AUDIO EDITORS.....	210

<b>KRAVTSOVA, Mariia</b>	
LEARNING AND TEACHING: AFTER WAR AND DURING PEACE .....	212
<b>KRICHFALOVSHIY, Oleksandr</b>	
CHALLENGES AND STRATEGIES FOR EDUCATION IN TIMES OF WAR.....	213
<b>KYT, Mykyta, &amp; YESILEVSKYI, Valentyn</b>	
COMPUTER VISION IN THE AGE OF AI: REIMAGINING EDUCATION AND METHODOLOGIES.....	214
<b>KYZYM, Victoriia, &amp; SAMODAI, Valentyna</b>	
EXPORT POSITIONS OF THE UKRAINIAN ECONOMY IN FIGURES .....	215
<b>LUKASHOV, Dmytro, &amp; NAUMEYKO, Igor</b>	
THE NECESSITY OF SPECIALIZING HARDWARE DEVICES TO OPTIMIZE DEEP LEARNING.....	217
<b>MAKLIAKOV, Volodymyr, &amp; SERHIEIEV, Mykyta</b>	
ANALYSIS OF FRACTAL PROPERTIES OF AGGREGATE INFORMATION TRAFFIC.....	218
<b>MANCHYNSKA, Nataliia</b>	
ARTIFICIAL INTELLIGENCE IN EDUCATIONAL MATHEMATICS: OPPORTUNITIES AND THREATS.....	219
<b>MIKAUTADZE, Daria, &amp; YAKUNIN, Anatolii</b>	
APPLICATION OF DESMOS IN EDUCATION VECTOR ALGEBRA AND ANALYTICAL GEOMETRY.....	220
<b>PATIL, Anita</b>	
FUZZY MATHEMATICAL MODELLING OF RESOURCE ALLOCATION IN CLOUD COMPUTING .....	221
<b>PAVLENKO, Kyrylo</b>	
APPLICATION OF MACHINE LEARNING TO ESTIMATE THE HURST EXPONENT.....	222
<b>SAMODAI, Valentina, &amp; PAVLENKO, Kateryna</b>	
STATISTICS OF INDUSTRIAL ENTERPRISES, CONCERNING THE PROSPECTS FOR THE DEVELOPMENT OF THEIR BUSINESS ACTIVITY.....	223
<b>POLIATYKIN, Andrii, &amp; HUSAROVA, Iryna</b>	
MODELLING OF NON-STATIONARY REGIMES ALONG MULTI-LINE LINEAR SECTIONS OF THE PIPELINE.....	224
<b>SAVCHENKO, Anton, &amp; SIDOROV, Maxim</b>	
THE APPLICATION OF THE METHOD OF TWO-SIDED APPROXIMATION TO SOLVING THE DIRICHLET PROBLEM FOR A NONLINEAR EQUATION WITH A BIHARMONIC OPERATOR .....	225
<b>SELIUKOVA, Nataliia, &amp; MISIURA, Katerina</b>	
CONSEQUENCES OF POST-TRAUMATIC STRESS DISORDER IN MEN OF UKRAINE CAUSED BY COMBAT ACTIONS.....	226

**SHKURKO, Viacheslav, & POLIAKOV, Andrii**

POTENTIAL OPPORTUNITIES FOR IMPROVING THE TESTING PROCESS THROUGH ARTIFICIAL INTELLIGENCE .....227

**STETSUN, Kateryna**

TOPIC DETECTION AND ANALYSIS IN SCIENTIFIC TEXTS AS A PROBLEM OF SEPARATING PROBABILITY DISTRIBUTION MIXTURES.....228

**SYDORENKO, Bohdan**

CNN-RNN USAGE FOR SHOPLIFTING DETECTION IN RETAIL STORE SURVEILLANCE VIDEO FOOTAGE .....229

**TIUTIUNNYK, Valeriia**

THE USE OF INTERACTIVE TECHNOLOGIES IN BIOLOGY LESSONS IN THE CONTEXT OF DISTANCE LEARNING.....230

**TOLOK, Diana**

DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS IN MATHEMATICS LESSONS.....231

**TYTECHKO, Pavlo**

LEVERAGING GENERATIVE AI FOR CREATIVE DESIGN IN THE FASHION DOMAIN .....233

**VORONENKO, Mykyta**

A DECISION SUPPORT SYSTEM FOR AUTOMATED DECISIONING IN CONSUMER LENDING: BUSINESS ANALYSIS .....234

**YANDUKOV, Dmytro**

COMPARISON OF TREND DETECTION METHODS ON SHORT TIME SERIES.....235

**YUVCHENKO, Kateryna**

NEURAL NETWORKS USAGE FOR EMOTION RECOGNITION .....236

**ZOSHCHUK, Mykola**

MATHEMATICAL MODELS AND METHODS OF USING INFRARED IMAGES FOR OBJECT RECOGNITION .....237

## **ART SECTION**

**JAMOUCHI, Samira**

CRAFT, ART. EDUCATION. ON TOUCHING AND BEING TOUCHED IN OUR ENCOUNTER WITH WOOL FELTING .....238

**VITCHYNKINA, Kateryna**

KEY ASPECTS OF CREATIVENESS ACTIVITY DEVELOPMENT OF FUTURE GRAPHIC DESIGN PROFESSIONALS.....239



## POSTER SECTION

<b>KUCHER, Yaroslav</b>	
UKRAINIAN PROSECUTOR'S OFFICE DURING THE WAR.....	240
<b>KULIKOVA, Iryna</b>	
FUNCTIONAL-PRAGMATIC MANIFESTATIONS OF THE DISCOURSE OF ATTENTION IN THE BRITISH, AMERICAN AND UKRAINIAN LINGUOCULTURAL SETTING.....	241
<b>KYRYLOVETS, Artur</b>	
INDUSTRIALIZATION OF THE MARITIME INDUSTRY: VESSEL WITH GROUND- BREAKING WIND PROPULSION .....	242
<b>MOHYLOV, Danylo, BYLAIEVSKYI, Nikita, &amp; SHVETSOVA, Iryna</b>	
GLOBAL ECONOMIC AND BUSINESS ENVIRONMENT FOR SHIPPING AND PORTS IN TIMES OF PEACE AND WAR.....	243
<b>ROZUMNYI, Bohdan</b>	
CRYPTOCURRENCY IN ARMED CONFLICT .....	244
<b>SKORYK, Yuliia</b>	
PUBLIC GOVERNANCE UNDER MARTIAL LAW .....	245
<b>YURKOV, Vladyslav, YURKOV, Rostyslav, &amp; SHVETSOVA, Iryna</b>	
MARITIME CYBERSECURITY CHALLENGES AND SOLUTIONS: WAR AND PEACE IN UKRAINE .....	246

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## **DIGITALIZATION AND DIGITAL TECHNOLOGIES AS THE KEY TO SUCCESSFUL EDUCATIONAL PROCESS IN THE POST-CONFLICT PERIOD**

In the modern world, technological advancements and digital innovations affect all aspects of our lives, including education. In the post-conflict period, when society faces the challenges of reconstruction and recovery, the process of digitization and the use of digital technologies in education are of paramount importance. This transformation offers a unique potential for improving the quality of education, increasing access to knowledge, and fostering creativity and innovation in the field of education.

The **aim** is to explore the features of digital technologies and the impact of the digitization process on the recovery of national education in the post-war period.

**Results.** Digital transformation not only changes the way of learning and teaching but also provides new opportunities and helps create a more adaptive educational environment given the current circumstances in Ukraine. We believe that the process of digitization and the use of digital technologies can address several crucial challenges related to the development of education after the conflict with Russia through key aspects: *access to education* (due to the war, a significant number of educational institutions in Ukraine have been destroyed or damaged, and access to some is restricted. The use of digital technologies can facilitate access to education through distance learning and online resources); *adaptation to change* (the post-war period may require swift responses to new situations and challenges. Digital transformation enables rapid modification of educational programs and materials to meet the needs of learners and changing circumstances); *personalized learning* (learners affected by the conflict may have diverse needs and levels of preparedness. Information technologies allow for individualized approaches to the educational process, taking into account each individual's unique circumstances); *psychological support* (digital technologies, such as virtual reality, can be employed for psychological support for all participants in the educational process); *monitoring and assessment* (digital platforms simplify data collection, progress monitoring of learners, and the assessment of educational outcomes post-conflict, contributing to the improvement of the educational process).

**Conclusions.** Therefore, digital modernization in education emerges as an exceptionally vital tool in addressing numerous challenges associated with the recovery and development of education in Ukraine during the post-conflict period. It has the potential to help create a more adaptive, accessible, and effective education system that aligns with the needs of learners and contributes to the recovery and development of the state in the post-conflict period.

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