МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Закарпатський угорський інститут ім. Ференца Ракоці ІІ,
Комунальний заклад вищої освіти «Академія культури і мистецтв»
Закарпатської обласної ради

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Transcarpathian Hungarian Institute. Ferenc Rakoczi II,
Municipal Institution of Higher Education
«Academy of Culture and Arts» of the Zakarpattia Regional Council

НАУКОВІ ЗАПИСКИ
ACADEMIC NOTES

Серія:
Педагогічні науки

Series:
Pedagogical Sciences

Випуск 10 (2024)
Edition 10 (2024)

Ужгород – 2024
Uzhhorod – 2024

ISSN 2786-6912 (Print)
ISSN 2786-6904 (Online)
DOI: 10.59694

УДК 08(477.87):37
Н 34

Друкується за рішенням вченої ради Закарпатського угорського інституту ім. Ференца Ракоці II (протокол №3 від 22.11.2024 року)
Друкується за рішенням вченої ради Комунального закладу вищої освіти «Академія культури і мистецтв» Закарпатської обласної ради (протокол №3 від 21.11.2024 року)

Н 34 **Наукові записки.** Серія : Педагогічні науки. Випуск 10 / Ред. кол.: В.Ф. Черкасов, О.А. Біда, Н.І. Шетеля та ін. Ужгород-Кропивницький : Видавництво «Код». 2024. 173 с.

ISBN 978-617-653-092-3

Збірник призначений для використання науковцями, викладачами, аспірантами, студентами. У виданні Наукові записки. Серія : Педагогічні науки висвітлено результати досліджень із широкого кола проблем. Збірник орієнтований на розкриття сучасних тенденцій вивчення історії освіти, мистецтвознавства, педагогіки та психології. Основна мета видання – надати можливість, насамперед, молодим вченим опублікувати результати наукових досліджень у педагогічній галузі.

Рецензенти:

Олексюк О. М., доктор педагогічних наук, професор (м. Київ).
Зорочкіна Т. С., доктор педагогічних наук, професор (м. Черкаси).

«Наукові записки. Серія: Педагогічні науки» включено до Переліку наукових фахових видань України категорії «Б» (галузь знань: Освіта/Педагогіка), згідно з Наказом Міністерства освіти і науки України № 491 від 27.04.2023.

Збірник зареєстровано в міжнародних наукометричних базах Index Copernicus, Google Scholar, WorldCat, Національна бібліотека України імені В. І. Вернадського, публікаціям присвоюється ідентифікатор цифрового об'єкта DOI

Редколегія:

Науковий редактор:
Черкасов В. Ф. – доктор педагогічних наук, професор Комунального закладу вищої освіти «Академія культури і мистецтв» Закарпатської обласної ради

Заступник наукового редактора:
Біда О. А. – доктор педагогічних наук, професор Закарпатського угорського інституту ім. Ференца Ракоці II

Відповідальний секретар:
Агій Я. Ю. – кандидат економічних наук, доцент Комунального закладу вищої освіти «Академія культури і мистецтв» Закарпатської обласної ради

Редакційнаколегія:
Анточ Д. І. – кандидат психологічних наук, доцент, Тираспільський державний університет, Кишинів, Республіка Молдова
ГундаренкоО.В. – кандидат філологічних наук, старший викладач Жилінського університету, Словаччина
Клім-Клімашевська А. – доктор педагогічних наук, професор Природничо-гуманітарного університетув Сєдльцах, Республіка Польща
Кучай Т. П. – доктор педагогічних наук, професор Закарпатського угорського інституту ім. Ференца Ракоці II
Кучай О. В. – доктор педагогічних наук, доцент Національного університету біоресурсів і природокористування України
Полубоярина І. І. – доктор педагогічних наук, професор Київської муніципальної академії музики ім. Р. М. Глієра
Смирнова Т. А. – доктор педагогічних наук, професор Комунального закладу вищої освіти «Академія культури і мистецтв» Закарпатської обласної ради
Марусинець М. М. – доктор педагогічних наук, професор, директор департаменту освіти і науки, молоді та спорту Закарпатської обласної державної адміністрації
Мозгальова Н. Г. – доктор педагогічних наук, професор Вінницького державного педагогічного університету імені Михайла Коцюбинського
Хусаїнова Г. А. – кандидат педагогічних наук, професор Казахського національного університету мистецтв м. Нур-Султан
Чистякова Л. О. – доктор педагогічних наук, професор Центральноукраїнського державного університету імені Володимира Винниченка
Чичук А. П. – доктор педагогічних наук, доцент, професор кафедри педагогіки і психології, Закарпатського угорського інституту ім. Ференца Ракоці II
Шайгозова Ж. Н. – кандидат педагогічних наук, доцент Казахського національного педагогічного університету імені Абая
Шандрук С. І. – доктор педагогічних наук, професор Льотної академії Національного авіаційного університету
Шетеля Н. І. – доктор педагогічних наук, професор Комунального закладу вищої освіти «Академія культури і мистецтв» Закарпатської обласної ради
Щолокова О.П. – доктор педагогічних наук, професор Українського державного університету імені Михайла Драгоманова

Статті подано в авторській редакції

ISBN 978-617-653-092-3

© Закарпатський угорський інститут ім. Ференца Ракоці II, 2024
© Комунальний заклад вищої освіти «Академія культури і мистецтв» Закарпатської обласної ради, 2024

UDK 08(477.87):37
A34

ISSN 2786-6912 (Print)
ISSN 2786-6904 (Online)
DOI: 10.59694

Published by the decision of the Academic Council of the Transcarpathian Hungarian Institute named after Ferenc Rakoczi II (Minutes № 3 of 22.11.2024)
Published by the decision of the Academic Council of the Communal Institution of Higher Education «Academy of Culture and Arts» of the Transcarpathian Regional Council (Minutes № 3 of 21.11.2024)

A 34 **Academicnotes. Series:** Pedagogical Sciences. Edition 10 / Ed. board: V. F. Cherkasov, O. A. Bida, N. I. Shetelya, etc. Uzhhorod-Kropyvnytskyi: Publishing house «Kod», 2024. 173 p.

ISBN 978-617-653-092-3

The collection is intended for use by scientists, teachers, graduate students, and students. Inthepublication ScientificNotes. Series: Pedagogical sciences highlights the resultso fresearchon a wide range of problems. The collection is aimed at revealing modern trends in the studyof the history of education, art history, pedagogy and psychology. The main purpose of the publication is to provide an opportunity, first of all, to young scientists to publish the results ofscientific research in pedagogical fields.

Reviewers:
Oleksyuk O. M., Doctor of Pedagogical Sciences, Professor (Kyiv).
Zorochkina T. S., Doctor of Pedagogical Sciences, Professor (Cherkasy).

«Academic Notes. Series: Pedagogical Sciences» is includedin to the Listof Scientific Professional Publications of Ukraine, category «B» (field of knowledge: Education/Pedagogy), Orderof the Ministry of Educationand Science of Ukraine №491 of 27.04.2023
The collection is registrered in the international catalogues of periodicals and database Index Copernicus, Google Scholar, World Cat, National Library of Ukraine named after V. I. Vernadsky, publications are as signed a DOI digital object ID

Editorial Board:

Academiceditor:
Cherkasov V. F. – Doctor of Pedagogical Sciences, Professor, Communal Institution of Higher Education «Academy of Culture and Arts» of the Transcarpathian Regional Council

Deputy scientific editor:
Bida O. A. – Doctor of Pedagogical Sciences, Professor of the Transcarpathian Hungarian Institute Ferenc Rakoczi II

ExecutiveSecretary:
Agiy Ya. Yu. – Candidate of Economic Sciences, Associate Professor, Communal Institution of Higher Education «Academy of Culture and Arts» of the Transcarpathian Regional Council

Editorialboard:
Antoci D. I. – Candidate of Psychological Sciences, Associate Professor, Tiraspol State University, Chisinau, Republic of Moldova
Gundarenko O. V. – Candidate of Philological Sciences, Senior Lecturer, University of Žilina, Slovakia
Klim-Klimashevska A. – Doctor of Pedagogical Sciences, Professor of Natural-humanitarian University of Siedlce, Republic of Poland
Kuchai T. P. – Doctor of Pedagogical Sciences, Professor of the Transcarpathian Hungarian Institute Ference Rakoczi II
Kuchay O. V. – Doctor of Pedagogical Sciences, Associate Professor of the National University of Lifeand Environmental Sciences of Ukraine
Poluboyarina I. I. – Doctor of Pedagogical Sciences, Professor of the Kiev Municipal Academy of Music. R. M. Gliera
Smirnova T. A. – Doctor of Pedagogical Sciences, Professor, Communalinstitution of highereducation «Academy of culture and arts» of the Transcarpathian Regional Council
Marusinets M. M. – Doctor of Pedagogical Sciences, Professor Director of the Department of Education and Science, Youth and Sports of the Transcarpathian Regional State Administration
Mozgalova N. G. – Doctor of Pedagogical Sciences, Professor of Vinnytsia State Pedagogical University name dafter Mykhailo Kotsyubynsky
Khusainova G. A. – Candidate of Pedagogical Sciences, Professor of the Kazakh National University of Artsin Nur-Sultan
Chistyakova L. O. – Doctor of Pedagogical Sciences, Professor of the Central Ukrainian State University name dafter Volodymyr Vynnychenko
Chichuk A. P. – Doctor of Pedagogical Sciences, Associate Professor, Professor of the Department of Pedagogy and Psychology, Transcarpathian Hungarian Institute named after Ferenc Rakotsi II
Shaigozova Zh. N. – Candidate of Pedagogical Sciences, Associate Professor Kazakh National Pedagogical Abay University
Shandruk S. I. – Doctor of Pedagogical Sciences, Professor, Flight Academy of the National Aviation University
Shetelya N. I. – Doctor of Pedagogical Sciences, Associate Professor, Communal Institution of Higher Education «Academy of Culture and Arts» of the Transcarpathian Regional Council
Shcholokova O. P. – Doctor of Pedagogical Sciences, Professor of the Ukrainian State University name dafter Mykhailo Drahomanova

The article is submitted in the author's edition

ISBN 978-617-653-092-3

© Transcarpathian Hungarian Institutenamed after Ferenc Rakoczi II, 2024
© Communal Institution of Higher Education «Academy of Culture and Arts» of the Transcarpathian Regional Council, 2024

ЗМІСТ

БЛАГОВА Тетяна Олександрівна.
РОЗВИТОК ХОРЕОГРАФІЧНО-ПЕДАГОГІЧНОЇ ОСВІТИ В УКРАЇНІ: ВИКЛИКИ СЬОГОДЕННЯ І ПЕРСПЕКТИВИ МОДЕРНІЗАЦІЇ....8-14

ВАСЮТІНА Тетяна Миколаївна, ЗОЛОТАРЕНКО Тетяна Олександрівна.
ЄВРОПЕЙСЬКИЙ ДОСВІД ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ДО ВОЛОНТЕРСЬКОЇ ДІЯЛЬНОСТІ В ІНКЛЮЗИВНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ....14-19

ГРИНЬОВА Марина Вікторівна, МАХИНЯ Наталія Володимирівна, МОВЧАН Валентина Іванівна.
ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ФАХІВЦІВ ДО УПРАВЛІННЯ НАВЧАЛЬНОЮ ДІЯЛЬНІСТЮ ЗДОБУВАЧІВ ОСВІТИ....19-24

КУЧАЙ Тетяна Петрівна.
ПЕДАГОГІЧНИЙ ПОТЕНЦІАЛ ОСВІТНЬОГО ПРОЦЕСУ У ФОРМУВАННІ МОВНО-КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ....24-30

ОРОС Ільдіко Імріївна, БІДА Олена Анатоліївна, ГУТТЕРЕР Єва Войтехівна.
ВАЖЛИВІСТЬ РОЗВИТКУ ЛІДЕРСЬКИХ ЯКОСТЕЙ СТУДЕНТСЬКОЇ МОЛОДІ....30-35

ОСЕРЕДЧУК Ольга Анатоліївна, МАРУСИНЕЦЬ Маріанна Михайлівна.
ПРОФЕСІЙНА ПІСЛЯДИПЛОМНА ОСВІТА ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ: ВИКЛИКИ ТА ДОСВІД РЕСПУБЛІКИ АВСТРІЯ....36-41

ПОЛУБОЯРИНА Ірина Іванівна, СНЄДКОВА Людмила Антонівна.
ВПРОВАДЖЕННЯ ІННОВАЦІЙНИХ МЕТОДІВ НАВЧАННЯ У ДИСТАНЦІЙНУ МУЗИЧНУ ОСВІТУ....41-46

СМИРНОВА Тетяна Анатоліївна, КУВІК Іван Володимирович, САБОВ Крістіна Федорівна.
ОСОБЛИВОСТІ ФОРМУВАННЯ МОТИВАЦІЇ МОЛОДШИХ ШКОЛЯРІВ ДО НАВЧАННЯ ГРИ НА ЦИМБАЛАХ У ШКОЛІ МИСТЕЦТВ....46-51

ЧЕРКАСОВ Володимир Федорович, ШУФАН Віктор Віталійович.
ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЕСТЕТИЧНОГО СВІТОГЛЯДУ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ....51-58

ЧИЧУК Антоніна Петрівна, ВІЗАВЕР Вікторія Арпадівна, ЛАРІНА Тетяна Вячеславівна.
ПРОФЕСІЙНА МАЙСТЕРНІСТЬ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ....58-63

ШАНДРУК Світлана Іванівна, ДОУСОН Валентина Петрівна.
ТЕОРІЯ І ПРАКТИКА ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ В ЄС ТА США: КОМПАРАТИВНИЙ АСПЕКТ....63-70

АГІЙ Ярослав Юрійович, МІСЯЙЛО Оксана Валеріївна.
МЕНЕДЖМЕНТ ЯК ІНСТРУМЕНТ УПРАВЛІННЯ ІННОВАЦІЙНОЮ ДІЯЛЬНІСТЮ....70-75

ЗАВІТРЕНКО Долорес Жораївна, СНІСАРЕНКО Ірина Євгеніївна.
ОСОБЛИВОСТІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТІВ З ВАДАМИ ЗОРУ ТА СЛУХУ....75-80

КАПЕЛЮШНА Тетяна Вікторівна.
МОВНА КОМПЕТЕНЦІЯ ТА СЕРТИФІКАЦІЯ У ВАРШАВСЬКОМУ УНІВЕРСИТЕТІ: ПОЛІТИКА ТА ПРАКТИКА....80-86

КОСТОЛОВИЧ Марія Ігорівна.
ТЕОРЕТИЧНІ АСПЕКТИ ПРОБЛЕМИ ФОРМУВАННЯ ДОСВІДУ ТВОРЧОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ГЕОГРАФІЇ....86-92

ЛИТВИНЕНКО Яна Олександрівна, МАРЄЄВ Дмитро Анатолійович, МАРЄЄВА Тетяна Вікторівна.
БЕЗПЕКА ОСВІТНЬОГО ПРОСТОРУ В УМОВАХ ЄВРОІНТЕГРАЦІЙНИХ ПРОЦЕСІВ 92-95

МИМРИК Михайло Романович.
ЕМПАТІЙНО-ЕВРИСТИЧНИЙ КОНСТРУКТ МУЗИЧНО-ВИКОНАВСЬКОЇ КОМУНІКАТИВНОСТІ СТУДЕНТІВ ФАКУЛЬТЕТІВ МИСТЕЦТВ.....95-101

МУРОВАНА Ірина Володимирівна.
ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ХОРЕОГРАФІЇ.....101-106

ПШЕМІНСЬКА Лариса Олександрівна.
МУЗИЧНО-ПЕДАГОГІЧНА ДІЯЛЬНІСТЬ РОДІОНА СКАЛЕЦЬКОГО У ТУЛЬЧИНСЬКИЙ ПЕРІОД ТВОРЧОСІ (1926-1932 рр.).....107-112

ГРЕБА Ілдіко Золтанівна.
ВЗАЄМОДІЯ ВЧИТЕЛЯ ТА АСИСТЕНТА ВЧИТЕЛЯ В ІНКЛЮЗИВНОМУ СЕРЕДОВИЩА ПОЧАТКОВОЇ ШКОЛИ 113-119

ЛІ Лілі.
МЕТОДИ ТА ІНСТРУМЕНТИ ФОРМУВАННЯ ЛІДЕРСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ОСВІТИ.....119-125

ЛОНЧАК Олександр Анатолійович.
ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ В АСПЕКТІ ВИКОНАННЯ УПРАВЛІНСЬКИХ ФУНКЦІЙ В ОСВІТНЬОМУ ПРОЦЕСІ.....125-130

ЛЮ Хунюй.
СУТНІСНІ АСПЕКТИ МУЗИЧНОГО СЛУХУ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА В КОНТЕКСТІ АНАЛІЗУ МУЗИЧНИХ ЗДІБНОСТЕЙ 131-136

ПАП Габріелла Габорівна.
ДОСЛІДЖЕННЯ ЕЛЕКТРОННИХ ТЕСТІВ ТА ІНДИКАТОРІВ ЇХ ДОБРОЯКІСНОСТІ.....136-139

РОЖКОВ Владислав Олегович.
КРИТЕРІЇ ТА ПОКАЗНИКИ ФОРМУВАННЯ КОРПОРАТИВНОЇ КУЛЬТУРИ МАЙБУТНІХ ВИКЛАДАЧІВ ВИЩОЇ ШКОЛИ.....140-144

ШЕВЦОВА Ірина Миколаївна.
АСПЕКТИ СТРУКТУРУВАННЯ ХОРЕОГРАФІЧНОГО ТВОРУ У БАЛЕТМЕЙСТЕРСЬКІЙ ДІЯЛЬНОСТІ.....145-150

КРАВЧУК Олена Геннадіївна, ШИП Оксана Василівна, СТОЙКА Марія Петрівна.
УКРАЇНО-РУМУНСЬКІ ЗВ'ЯЗКИ У КОНТЕКСТІ ІНТЕРНАЦІОНАЛІЗАЦІЇ ДІЯЛЬНОСТІ КОМУНАЛЬНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ «АКАДЕМІЯ КУЛЬТУРИ І МИСТЕЦТВ» ЗАКАРПАТСЬКОЇ ОБЛАСНОЇ РАДИ……150-156

КОМАР Ольга Анатоліївна, БЕЗЛЮДНА Наталія Валентинівна.
ТРЕНІНГ ЯК СКЛАДОВА ФОРМУВАННЯ МОВНО-КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ……156-163

КУЛІКОВА Світлана Вікторівна.
ПЕДАГОГІЧНІ АСПЕКТИ РОЗВИТКУ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ В УКРАЇНІ (КІНЕЦЬ ХХ – ПЕРША ПОЛОВИНА ХХІ ст.)……163-168

ПРОВАЛЬНА Неоніла Олегівна.
ПСИХОЛОГО-ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГІЧНОГО ПРАЦІВНИКА ПОЧАТКОВОЇ ШКОЛИ В ПРОЦЕСІ НЕПЕРЕРВНОЇ ОСВІТИ……168-172

CONTENTS

BLAHOVA Tetiana Oleksandrivna.
DEVELOPMENT OF CHOREOGRAPHIC AND PEDAGOGICAL EDUCATION IN UKRAINE: TODAY'S CHALLENGES AND PROSPECTS OF MODERNIZATION.....8-14

VASYUTINA Tatyana Nikolaevna, ZOLOTARENKO Tatyana Oleksandrivna.
EUROPEAN EXPERIENCE OF PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR VOLUNTEERING IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT.....14-19

HRYNYOVA Maryna Viktorivna, MAKHYNYA Nataliya Volodymyrivna, MOVCHAN Valentina Ivanivna.
WAYS OF FORMING THE READINESS OF FUTURE TEACHERS TO MANAGE THE EDUCATIONAL ACTIVITIES OF STUDENTS.....19-24

KUCHAI Tetiana Petrivna.
PEDAGOGICAL POTENTIAL OF THE EDUCATIONAL PROCESS IN FORMING LANGUAGE AND COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS OF PRIMARY CLASSES.....24-30

OROS Ildiko Imrievna, BIDA Olena Anatoliivna, HUTTERER Eva Voytehivna.
THE IMPORTANCE OF DEVELOPING THE LEADERSHIP QUALITIES OF YOUTH STUDENTS.....30-35

OSEREDCHUK Olga Anatoliivna, MARUSYNETS Marianna Mykhailivna.
PROFESSIONAL POSTGRADUATE EDUCATION OF PRIMARY SCHOOL TEACHERS: CHALLENGES AND EXPERIENCE OF THE REPUBLIC OF AUSTRIA.....36-41

POLUBOYARYNA Iryna Ivanivna, SNEDKOVA Lyudmila Antonivna.
IMPLEMENTATION OF INNOVATIVE TEACHING METHODS IN DISTANCE MUSIC EDUCATION.....41-46

SMYRNOVA Tetiana Anatolyivna, KUVIK Ivan Bolodymyrovych, SABOV Kristina Fedorovna.
PECULIARITIES OF THE FORMATION OF THE MOTIVATION OF YOUNGER SCHOOLCHILDREN TO LEARN TO PLAY THE DULCHIMER OF THE ART SCHOOL.....46-51

CHERKASOV Volodymyr Fedorovych, SHUFAN Viktor Vitaliyovych.
PEDAGOGICAL CONDITIONS FOR THE FORMATION OF THE AESTHETIC OUTLOOK OF FUTURE TEACHERS OF MUSIC ART IN PROFESSIONAL TRAINING.....51-58

CHYCHUK Antonina Petrivna, VIZAVER Victoria Arpadivna, LARINA Tetiana Viacheslavivna.
PROFESSIONAL SKILLS OF FUTURE PHYSICAL EDUCATION TEACHERS.....58-63

SHANDRUK Svitlana Ivanivna, DAWSON Valentyna Petrivna.
THEORY AND PRACTICE OF THE PROFESSIONAL TRAINING OF FOREIGN LANGUAGE TEACHERS IN THE EU AND THE USA: A COMPARATIVE ASPECT.....63-70

AGII Yaroslav Yuriyovych, MISYAYLO Oksana Valeriyevna.
MANAGEMENT AS A TOOL FOR MANAGING INNOVATIVE ACTIVITIES.....70-75

ZAVITRENKO Dolores Zhoraivna, SNISARENKO Iryna Yevheniivna.
PECULIARITIES OF TEACHING A FOREIGN LANGUAGE TO STUDENTS WITH VISUAL AND HEARING IMPAIRMENT.....75-80

KAPELIUSHNA Tetiana Viktorivna.
LANGUAGE PROFICIENCY AND CERTIFICATION AT THE UNIVERSITY OF WARSAW: POLICIES AND PRACTICES.....80-86

KOSTOLOVYCH Maria Igorivna.
THEORETICAL ASPECTS OF THE PROBLEM OF FORMING THE EXPERIENCE OF CREATIVE ACTIVITY OF FUTURE GEOGRAPHY TEACHERS.....86-92

LYTVYNENKO Yana Oleksandrivna, MARIEIEV Dmytro Anatoliovych, MARIEIEVA Tetiana Viktorivna.
SECURITY OF EDUCATIONAL SPACE IN THE CONDITIONS OF EUROPEAN INTEGRATION PROCESSES.....92-95

MYRMYK Mykhailo Romanovych.
EMPATHIC-HEURISTIC CONSTRUCT OF MUSICAL-PERFORMING COMMUNICATION OF FACULTIES OF ARTS STUDENTS 95-101

MUROVANA Iryna Volodymyrivna.
PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PEDAGOGICAL SKILLS OF FUTURE TEACHERS OF CHOREOGRAPHY 101-106

PSHEMINSKA Larysa Oleksandrivna.
MUSICAL AND PEDAGOGICAL ACTIVITIES OF RODION SKALETSKY IN THE TULCHYN PERIOD OF WORK (1926-1932).....107-112

HREBA Ildiko Zoltanivna.
INTERACTION BETWEEN TEACHER AND TEACHER'S ASSISTANT IN THE INCLUSIVE ENVIRONMENT OF PRIMARY SCHOOL.....113-119

LI Lili.
METHODS AND TOOLS OF THE FUTURE PRESCHOOL EDUCATION SPECIALISTS' LEADERSHIP COMPETENCE FORMING.....119-125

LONCHAK Oleksandr Anatoliyovych.
FORMATION OF MANAGEMENT COMPETENCE OF FUTURE TEACHERS IN PERFORMANCE OF MANAGEMENT FUNCTIONS IN THE EDUCATIONAL PROCESS.....125-130

LIU Hongyu.
ESSENTIAL ASPECTS OF MUSIC LISTENING OF FUTURE MUSIC TEACHERS IN THE CONTEXT OF ANALYSIS OF MUSICAL ABILITY 131-136

PAPP Gabriella Gaborivna.
EXAMINING E-TEST AND ITS GOODNESS INDICATORS 136-139

ROZHKOV Vladyslav Olehovych.
CRITERIA AND INDICATORS FOR THE FORMATION OF CORPORATE CULTURE OF FUTURE HIGH SCHOOL TEACHERS.....140-144

SHEVTSOVA Iryna Mykolaivna.
ASPECTS OF STRUCTURING A CHOREOGRAPHIC WORK IN CHOREOGRAPHIC ACTIVITY 145-150

KRAVCHUK Olena Hennadiivna, SHIP Oksana Vasylivna, STOYKA Maria Petrivna.
UKRAINIAN-ROMANIAN RELATIONS IN THE CONTEXT OF INTERNATIONALIZATION OF THE ACTIVITIES OF THE MUNICIPAL INSTITUTION OF HIGHER EDUCATION «ACADEMY OF CULTURE AND ARTS» OF THE TRANSCARPATHIAN REGIONAL COUNCIL……150-156

KOMAR Olha Anatoliivna, BEZLUDNA Nataliia Valentynivna.
TRAINING AS A COMPONENT OF THE DEVELOPMENT OF FUTURE PRIMARY SCHOOL TEACHERS' LINGUISTIC AND COMMUNICATIVE COMPETENCE……156-163

KULIKOVA Svitlana Viktorivna.
PEDAGOGICAL ASPECTS OF THE DEVELOPMENT OF SOCIO-CULTURAL ACTIVITIES IN UKRAINE (END OF THE XX – FIRST HALF OF THE XXI CENTURY)……163-168

PROVALNA Neonila Olegivna.
PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF THE INCLUSIVE COMPETENCE OF A PRIMARY SCHOOL TEACHER AND TEACHER'S ASSISTANT IN THE PROCESS OF CONTINUOUS EDUCATION……168-172

INFORMATION ABOUT THE AUTHORS

ZAVITRENKO Dolores Zhorayivna – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogy and Special Education of Volodymyr Vynichenko Central Ukrainian State University.

Circle of scientific interests: an inclusive approach in teaching special methods.

SNISARENKO Iryna Yevgeniivna – candidate of philological sciences, associate professor, associate professor of the Department of Foreign Languages of the Donetsk State University of Internal Affairs.

Circle of scientific interests: effective methods of teaching English at non-specialized faculties.

Стаття надійшла до редакції 05.11.2024 р.

УДК 811.162.1'24'272:378.4(438.11)|(045)
DOI: https://doi.org/10.59694/ped_sciences.2024.10.080

КАПЕЛЮШНА Тетяна Вікторівна –
кандидат педагогічних наук, доцент,
доцент кафедри англійської мови та методики її навчання
Уманського державного педагогічного університету
імені Павла Тичини
ORCID iD: https://orcid.org/ 0000-0001-5339-7118
e-mail: t.kapeliushna@udpu.edu.ua

МОВНА КОМПЕТЕНЦІЯ ТА СЕРТИФІКАЦІЯ У ВАРШАВСЬКОМУ УНІВЕРСИТЕТІ: ПОЛІТИКА ТА ПРАКТИКА

КАПЕЛЮШНА Тетяна Вікторівна. **МОВНА КОМПЕТЕНЦІЯ ТА СЕРТИФІКАЦІЯ У ВАРШАВСЬКОМУ УНІВЕРСИТЕТІ: ПОЛІТИКА ТА ПРАКТИКА**

У статті розглянуто підхід Варшавського університету до мовної підготовки та сертифікації, акцентовано на його комплексній системі, розробленій з метою забезпечення студентів необхідними мовними навичками для академічного та професійного успіху. У дослідженні підкреслюється роль Університетської ради з координації викладання іноземних мов та сертифікації мовної підготовки у формуванні політики мовної освіти, контролі сертифікаційних іспитів та встановленні критеріїв оцінювання

Ключові слова: *мовна компетенція, сертифікація, стандарти, якість, англійська мова, Варшавський університет.*

KAPELIUSHNA Tetiana Viktorivna. **LANGUAGE PROFICIENCY AND CERTIFICATION AT THE UNIVERSITY OF WARSAW: POLICIES AND PRACTICES[1]**

The article examines the University of Warsaw's language proficiency and certification approach, focusing on its comprehensive framework designed to equip students with essential language skills for academic and professional success. The study highlights the role of the University Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification in formulating language education policies, overseeing certification exams, and establishing assessment criteria. Regulation #156 mandates that first-cycle and long-cycle students attain at least a B2 level in a foreign language per the Common European Framework of Reference for Languages (CEFR), aligning students' language competence with international standards.

The University System of Language Provision (USLP) coordinates language education across various departments, offering courses in 36 languages. The Internal Quality Assurance System, managed by the Centre for Foreign Language Teaching, promotes continuous improvement through systematic reviews, teacher training, and feedback mechanisms. Language education is supported by diverse course formats—including traditional, blended, and online options – allowing students to meet language requirements flexibly.

The study concludes that the University of Warsaw's structured language education and certification processes significantly enhance students' mobility and employability by validating their language skills through rigorous standards. This commitment to quality underscores the institution's dedication to preparing students for the globalized academic and professional landscape.

Keywords: *language proficiency, certification, standards, quality, English language, University of Warsaw.*

[1] This publication was prepared as a result of a research internship at the University of Warsaw, Faculty of Artes Liberales, with the support of the Polish National Agency for Academic Exchange (NAWA). Special thanks are extended to Professor Hieronim Grala, Doctor of Sciences, for his guidance and support throughout the research and to Arkadiusz Misiak, Coordinator of the University System of Language Provision, for providing essential statistical data.

© Капелюшна Т. В., 2024

Introduction. The Rector of the University of Warsaw, in recognition of the crucial role of language proficiency in academic and professional success, appoints the University Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification [6] for a four-year tenure. This council, composed of esteemed members from various language teaching units within the University, holds the responsibility of formulating and executing the University's language policy. They also oversee the language proficiency certification process, which includes developing the written exams, selecting materials for the oral exams, agreeing on the assessment criteria, and training test developers and examiners. The University Council's role is pivotal in maintaining the overall standard of language education provided by the University, including the development of curricula and coordination of the offer of language courses each academic year.

As per Regulation No 156 issued by the Rector of the University of Warsaw on December 22, 2021, about the organizational guidelines for teaching and certifying foreign languages at the University, successful completion of first-cycle studies and long-cycle studies necessitates proficiency in one foreign language at the B2 level or higher, as defined by the Common European Framework of Reference for Languages (CEFR). This requirement, while challenging, offers students flexibility in how they can meet it. They can choose to pass a Certificate exam administered by the University of Warsaw or present an external language certificate recognized by the University as meeting the criteria outlined in Resolution 8 of the Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification, dated September 23, 2022.

Main text. The University System of Language Provision (USLP) ensures the organisation of foreign language teaching and learning, i.e., the acquisition of language and intercultural competencies in compliance with the CEFR standards, which form the basis of the language proficiency certification process.

On the grounds of Ordinance, No 156 of the Rector of the University of Warsaw of December 22 2021, language courses are organised by:

CKNJOiEE

Institute of Western and Southern Slavic Studies

Centre for Foreign Language Teaching

The School of Eastern Languages

Faculty of Modern Languages

The University of Warsaw offers language classes and certificate exams in 36 languages, covering all world language families, at five proficiency levels as per the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment.

University Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification is governed by legal documents [4] (Ordinances of the Rector and Resolutions of the Senate of the University of Warsaw). These documents collectively establish the framework for foreign language education and certification at the University of Warsaw, detailing the procedures, amendments, and standards required for language proficiency certification.

For example, Resolution, No 11 (September 30, 2022) of The Rector of The University of Warsaw specifies the fees for taking the foreign language certification examination for individuals from outside the University of Warsaw and the issuance of language proficiency certificates (The amount of the payment for taking the foreign language certification examination foreign language for persons from outside the University of Warsaw is PLN 450. The amount of the fee for issuing a language proficiency certificate is PLN 50).

Resolution, No 8 (September 23, 2022) of the University Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification recognizes certificates issued by third-party institutions confirming the level of language proficiency.

Third-party certificates recognised at the University of Warsaw (English)

B2 level Certificate name C1 level Certificate name C2 level Certificate name Certification institution

ENGLISH

B2 First (score: 160- 179; grade: B or C)

C1 Advanced (score: 160-179, grade: B2 Level) C1 First (score: 180- 199; grade: B or C)

B2 First (score: 180- 190; grade: A)

C2 Advanced (score: 180-199, grade: C1 Level) C2 Advanced (score: 200-220, grade: A, B or C)

C1 Advanced (score: 200-210, grade: A) Cambridge Assessment English

International English Language Testing System (IELTS), Academic and General Training, level 5,5-6,5 International English Language Testing System (IELTS), Academic and General Training, level 7-8 International English Language Testing System (IELTS), Academic and General Training, level 8,5-9 British Council, Cambridge Assessment English, IDP: IELTS Australia

Test of English as a Foreign Language (TOEFL iBT¬Æ), score: 72-94 points Test of English as a Foreign Language (TOEFL iBT¬Æ), score: 95-113 points Test of English as a Foreign Language (TOEFL iBT¬Æ), score: 114-120 points Educational Testing Service, Princeton, USA

Resolution, No 103 of the Senate of the University of Warsaw (November 17 2021) outlines the rules for conducting language courses and delivering foreign language exams at the

University of Warsaw (general provisions, rules for conducting language courses, rules for delivering foreign language exams, coordination council for foreign languages teaching and language proficiency certification). The document emphasises the Duties of the Coordination Council, which shall include, but not be limited to, preparing the consolidated framework curriculum for language courses in cooperation with the units conducting language courses; coordinating the approval of the annual offer of language courses; coordinating the approval of the annual offer of language courses; coordinating and monitoring the course of certification exams; determining the requirement standards and evaluation criteria for the certification exams; awarding language proficiency certificates; etc.

At the University of Warsaw, a «Language Course Tokens» system exists. (LEK & LEK2).

First-cycle students are entitled to 240 [LEK] language course tokens, while third-cycle students receive 120 [LEK] tokens. Second-cycle students are allocated 30 [LEK2] tokens specifically for studying a language at the B2+ level. One token equates to one class hour in a chosen foreign language.

Rest assured, the language course token system is designed to be fair and transparent. Language course tokens allow students to register for language courses. After exhausting their allocated tokens, students may still register for additional courses at their own expense. This ensures that everyone has an equal opportunity to enhance their language skills.

These tokens have monetary value and affect the University's finances. Each registration using these tokens results in the University transferring funds to the relevant language teaching units as per Senate Resolution.

Students who have used their allocated tokens may continue their language education by paying a course fee (1178,40 PLN per semester).

According to the University of Warsaw's Study Regulations, students enrolled in a course must complete it. They can cancel their registration during the open registration period or withdraw later. Cancelling returns the unused tokens to the student's account, while withdrawing forfeits the tokens, considering them used.

Students must register online through the token registration system to participate in language courses offered by authorized UW units. Students who are proficient in a language and meet the requirements can take a language exam without enrolling in a language course. They may or may not use their tokens to learn another language.

The University System of Language Provision (USLP) offers courses at the following levels: Beginner Level (A1), Elementary level (A2), Intermediate level (B1), Upper-intermediate level (B2), Advanced level (C1), Very advanced (proficiency) level (C2).

Students who want to register for the first time for a language course in English (French, Spanish, German, Russian, Italian) at B1 level or above must first take an online placement test in the given language. Students wanting to enrol for other language courses do not need a placement test. The placement test consists of the following two sections: Part 1 - Understanding a written text; Part 2 - Use of Language, i.e., ability to react in everyday situations, knowledge of grammar, and vocabulary. The test comprises 70 questions, each valued at 1 point, allowing for a maximum score of 70 points.

The purpose of the test is to ensure that students select a course of appropriate difficulty for their proficiency level from the courses offered by the University. The Digital Competence Centre administers the placement tests. To access the tests, students need to log in using the required information. Test-takers have 60 minutes to complete them in one session. The test's reliability hinges on students working autonomously without reference aids. After completing the test, students should compare their scores with the table of test bands and course-level suggestions.

The curricula framework for language courses [2] is based on the Common European Framework of Reference (CEFR) language proficiency levels, as initially published in English and French in 2001 (reception, production, interaction), and the 2020 updated version, which expands on aspects such as the notion of mediation. Detailed syllabuses and teaching materials used in foreign language courses at the University of Warsaw are also focused on CEFR.

According to the Common Reference Levels: global scale for language proficiency at A2 (basic user), B1 & B2 (independent user), C1 & C2 (proficient user) levels based on the European System of Language Education (2003).

For example, «Proficient User C2 Level» requires:

1. Reception

Listening: Has no difficulty in understanding any spoken language, whether live or broadcast, delivered at fast native speed.

Reading: Can understand and interpret critically virtually all forms of the written language, including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit and explicit meaning.

2. Production

Oral: Can produce clear, smoothly flowing, well-structured speech with an effective logical structure, which helps the recipient to notice and remember significant points.

Writing: I can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure that helps the reader find significant points.

3. Interaction

Spoken: Has a good command of idiomatic expressions and colloquialisms with an awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. It can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.

Written: Can express themself with clarity and precision, relating to the addressee flexibly and effectively.

4. Mediation

Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm) [3].

Course descriptions posted on the Token Registration website include information on the target level, profile, learning outcomes, schedule, location, number of hours, number of ECTS points, scope of topics, textbook, etc. [5].

The way language courses are conducted:

Traditional language courses (120 teaching hours): All classes are held in the classroom. These are usually year-long courses (120 teaching hours per year).

Semi-online language courses (120 teaching hours): Half of the classes for semi-online language courses are conducted in the classroom, and the other half on the MOODLE online platform. Usually, these are year-long courses (120 teaching hours per year).

E-courses: These are semester-long courses consisting of 14 hours of classroom work and 46 hours of work on the CKC platform (Centrum Kompetencji Cyfrowych/ Digital Competence Center).

Fully online language courses: These are semester-long courses consisting of 60 teaching hours online.

Centre for Foreign Language Teaching [1] offers English language courses in various fields, including general, business, and legal.

During winter and summer breaks, the Centre for Foreign Language Teaching offers intensive language courses for students and those outside the University of Warsaw to participate in 30-hour- or 60-hour intensive courses. Upon completion, UW students can earn credit points and ECTS credits.

After completing the language course, students can take an exam. There are three examination seccions (Autumn examination seccion, Summer examination seccion and Winter resit examination seccion). Students who pass the Examination in Language Proficiency at the required level will be awarded a University of Warsaw Certificate. To obtain a Certificate in Language Proficiency, students need to attain 60% on both the written test and the oral test, with the final grade being the combined total of both components.

Such a certificate verifies:

- the student's proficiency and ability to use the language at a basic level in typical everyday situations (A2);
- the student's proficiency and ability to use the language in typical professional and social contexts (work, study, travel, etc.) (B1);
- the student's proficiency and ability to use the language in typical everyday, academic and work contexts (B2);
- verifies the student's proficiency and ability to use the language effectively in social, academic and work contexts, enabling academic and occupational mobility (C1);
- The student's very high level of proficiency and ability to use the language effortlessly and effectively in all social, academic, and work contexts enable academic and occupational mobility (C2).

All certificate exams consist of two components: written and oral examinations. The duration of the written exam depends on the level of English (B1-120 min., B2-180 min., C1-195 min., C2-195 min.). Within the main languages offered (French, German, Italian, Polish as a foreign language, Russian, and Spanish), options also encompass English, Business English, and Legal English. Moreover, students can choose other languages, such as Albanian, Arabic, Azerbaijani, Belarusian, Chinese, Croatian, Czech, Dutch, Hungarian, Japanese, Korean, Persian, Norwegian, Portuguese and others. Sample exams for 30 different languages with different levels are given on the website.

Before the exam, students can thoroughly familiarize themselves with the details of the *written test* (test tasks, assignment grading, language competencies).

For example, the C2 level written test includes listening comprehension, reading comprehension, using correct lexical and grammatical forms and structures, error correction, and writing. The amount of marks for each correct answer and zero marks for incorrect answers or questions that are not attempted are mentioned.

Two examiners assess the writing of an opinion or argumentative essay, comprising 300-350 words, based on a predefined rating scale and evaluate the following features: relevance of

argument, topic development, organisation, stylistic appropriacy, grammatical accuracy and lexical choices, correct spelling and punctuation.

Before the exam, students can familiarize themselves with the outline of an *oral test* at a necessary level in detail (task type, assessment criteria, language competencies).

For example, C2 level candidates were assessed by two examiners for 15 minutes based on the following scoring criteria: pronunciation, fluency, grammatical accuracy, lexical & stylistic appropriacy, and interactional competence. Language competencies require fluent and accurate communication in all situations, appropriate and wide-ranging use of lexis, excellent interactional skills, and the ability to discuss an extensive range of topics using a suitable register for the situation. In the assessed part of the test, which spans 10-12 minutes, candidates undertake an extended response prompted by a randomly drawn slogan, followed by a brief presentation and subsequent discussion led by the examiner, exploring broader themes.

The number of teachers providing English courses within the University System of Language Provision was 62 in the 2023/2024 academic year.

The number of students participating in English courses within the University System of Language Provision is notable in the 2023/2024 academic year. A total of 362 students are enrolled in fully online language courses, while 4018 students are taking part in traditional language classes and blended courses. It demonstrates a significant engagement in online and offline English language learning modes at the institution.

In the 2022/2023 academic year, 3360 students passed the English language certification exam, with specific breakdowns: B1: 35 students, B2: 2925 students, C1: 379 students, and C2: 21 students.

English teachers utilize a variety of interaction types, including individual, pair and group work, class debates, individual presentations, peer review, teaching games, and both class-teacher and individual student-teacher interactions to create a dynamic and inclusive learning environment.

The assessment and grading structure for English language courses within the University System of Language Provision varies depending on the mode of instruction yet consistently emphasizes a comprehensive evaluation approach across all formats.

For stationary courses, where 100% of teaching occurs in the classroom, the final grade is derived from classroom attendance and activity (25%), test results, partial tests, homework (25%), and final test results (50%). Achieving a minimum score in all categories is mandatory for course completion, with a grading scale ranging from 3 (60-70%) to 5! (99-100%).

Blended courses, with 50% classroom and 50% online instruction, assess students based on obligatory activities on the Moodle platform (40%), a final test (30%), and classroom attendance and performance (30%). A minimum of 60% in the Moodle component is required for course completion, and the same grading scale applies as in stationary courses.

E-courses, comprising 25% classroom and 75% online learning, require a minimum of 60% in the online component and attendance to qualify for the final test. The final grade includes the internet platform score (55%), final test result (30%), and classroom attendance and activity (15%). The grading scale remains consistent with other course formats.

Online language courses such as 'Language of Meetings and Conferences', 'Writing Abstracts in English', and 'Effective Communication in Business' evaluate students based on the Internet platform score (70%) and the final test result (30%). A minimum of 60% is required in both components for course completion. The grading scale follows the same criteria as other courses.

All courses provide students with 2 ECTS points upon completing the 60-hour curriculum, ensuring a standardized credit system across different instructional formats.

The University System of Language Provision employs a comprehensive and standardized assessment structure across various course formats-stationary, blended, e-courses, and online-ensuring that student's final grades are based on a balanced mix of attendance, participation, tests, and online activities. Additionally, 2 ECTS points are awarded upon successful completion of each 60-hour course.

Teachers demonstrate their adaptability and resourcefulness by utilizing a range of communication tools, including e-mail, electronic platforms (MOODLE), Viber, Telegram, Facebook, and Skype. These tools ensure effective and flexible communication, adapting to the needs of the students and the learning environment.

Various types of interaction are used in the classroom, including individual, pair, and group work, class debates, individual presentations, peer review, and educational games, to create a dynamic and inclusive learning environment. English language learning is based on a communicative approach, which aims to develop the ability to communicate effectively in real-life speech situations.

Documents regulating the study of foreign languages (English) at the University of Warsaw include:

The Statute of the University of Warsaw outlines the University's general regulations and organizational structure, including language education policies.

Regulations of the University Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification provide specific guidelines for language courses and certification processes.

Course syllabi and descriptions are available through the University's course registration system, which details each language course's objectives, content, and evaluation methods.

At the University of Warsaw, the Centre for Foreign Language Teaching has implemented an Internal Quality Assurance System [3] designed to ensure and enhance the quality of education. This system is firmly rooted in a comprehensive legal framework that includes the amended Law on Higher Education, relevant executive regulations, and University-specific regulations. It also benefits from establishing the Quality Assurance Committee and various specialized teams.

Guided by the principles outlined in Rector's Order No. 76, this system emphasizes conscious action and continuous improvement. The primary goal is to co-create high-quality education and foster a pervasive culture of quality within the Centre. The Centre's Directors oversee the system's proper functioning in collaboration with the University Council for the Coordination of Foreign Language Teaching and Certification.

The system's areas of focus are multifaceted. Internal monitoring and review ensure that framework language courses and learning outcomes are regularly evaluated and updated. Efforts to improve quality focus on the teaching process, teacher motivation, and the verification of learning outcomes. Resource management is addressed by maintaining up-to-date classroom equipment and library resources. The educational offer is continually adapted to meet student demand and faculty needs. Internal documentation related to teaching and learning processes is regularly updated to reflect current practices. Promoting the Centre's activities within the academic community is also a key focus.

To implement this system, the Centre conducts periodic reviews every two years to update teaching programs and learning outcomes. The quality of teaching is maintained through open competitions for teaching positions, classroom observations, professional development initiatives, and student surveys. Teacher motivation is fostered through competitions, awards, and financial support for professional development. Learning outcomes verification involves standard measurement methods, final test models, and teacher involvement in certification exams. Student motivation is achieved through clear course passing criteria, modern teaching techniques, and extracurricular cultural activities. Resource management involves modernizing classroom equipment and updating library resources. The educational offer is updated based on student demand analysis and collaborations for diverse course offerings. Regular internal audits ensure documentation remains current. Promotion activities include organizing Open Days, demonstration lessons, and participation in methodological conferences.

This comprehensive quality assurance system aligns with the University of Warsaw's broader quality assurance framework. It aims to fulfil the Centre's mission and strategic goals by fostering a culture of quality through continuous improvement, shared responsibility, and coordinated decision-making.

Conclusions. The University of Warsaw's comprehensive language proficiency framework underscores its strong commitment to enhancing students' academic and professional prospects through robust language education and certification processes. The University Council for the Coordination of Foreign Language Teaching and Language Proficiency Certification plays a pivotal role in this framework by standardizing and maintaining the quality of language education, formulating policies, developing exams, and setting assessment criteria. The Internal Quality Assurance System at the Centre for Foreign Language Teaching supports continuous improvement through regular reviews, teacher development programs, and student feedback mechanisms, ensuring the ongoing enhancement of language education quality.

Regulation No 156 at the University of Warsaw sets a clear standard for language proficiency. It emphasizes the importance of achieving at least a B2 level in a foreign language for students completing first-cycle and long-cycle studies, aligning with the Common European Framework of Reference for Languages (CEFR). This requirement ensures that graduates possess the essential language skills necessary for their professional and academic endeavours.

Overall, the University of Warsaw's language proficiency and certification framework not only equips students with vital language skills but also ensures these skills are recognized through rigorous and standardized certification processes.

REFERENCES

1. Centre for Foreign Language Teaching. URL: https://szjo.uw.edu.pl/?page_id=3588&lang=en
2. Curricula framework for language courses. URL: https://jezyki.obce.uw.edu.pl/en/curricula-framework-for-language-courses/
3. Internal Quality Assurance System (Centre for Foreign Language Teaching). URL: https://szjo.uw.edu.pl/?page_id=3623&lang=en
4. Legal acts. URL: https://jezyki.obce.uw.edu.pl/akty-prawne/
5. Token Ragistration Service. URL: https://rejestracja.usos.uw.edu.pl/index.php?item=0

Наукове видання

НАУКОВІ ЗАПИСКИ

Серія: Педагогічні науки
Випуск 10

Редактор: Черкасов В. Ф.

Свідоцтво про державну реєстрацію друкованого засобу масової інформації
Серія КВ№ 25204-15144Р від 24.07.2022 р.
Наукові записки. Серія: Педагогічні науки

Друк з оригінал-макету замовника

8

Формат 60х84[1]/. Папір офсетний. Друк різограф.
Ум. др. арк. 18,7. Тираж 300.

Видавництво ТОВ «КОД»
25009, м. Кропивницький, вул. Соборна, 7а, тел./факс (0522)322-326
Свідоцтво державного комітету інформаційної
політики: серія ДК № 995 від 24.07.2002 року.