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ФАКТОРИ ЩО СПРИЧИНЯЮТЬ АНГЛОМОВНУ ПИСЕМНУ ТРИВОЖНІСТЬ

З прийняттям Закону про застосування англійської мови як однієї з міжнародних мов спілкування в Україні в червні 2024 року зросла важливість англійської мови у нашому житті. Відповідно до Загальноєвропейських рекомендацій з мовної освіти особа, яка вивчає англійську мову повинна володіти чотирма видами мовної діяльності: рецептивна (аудіювання та читання), продуктивна (говоріння та писемне мовлення), інтерактивна (говоріння та писемне мовлення), а також медіативна (переклад та інтерпретування).

У нашому дослідженні ми детально розглядаємо писемне мовлення, як продуктивний та інтерактивний вид мовної діяльності: визначаємо чинники, які перешкоджають розвитку писемного мовлення та на основі них розробляємо підхід до навчання писемного англомовного мовлення, який би полегшив процес оволодіння необхідними вміннями та навичками.

У ході проведення дослідження шляхом опитування було визначено головні та другорядні чинники, які перешкоджають опануванню умінь та навичок англомовного писемного мовлення. Було встановлено, що студенти відчувають труднощі в оперуванні лексичними та граматичними структурами під час написання есе, не мають достатніх знань щодо структури та особливостей есе різних жанрів, а також години, які відводяться на вивчення англомовного писемного мовлення, є не достатніми. До другорядних чинників ми віднесли страх щодо оцінювання роботи викладачем та одногрупниками, а також брак ідей, які могли б бути використані в есе студента.

Детально проаналізувавши відповіді студентів, ми розробили наступний підхід до навчання англомовного писемного мовлення: опанування лексичних та граматичних структур які відповідають темі есе, колективне обговорення ідей, які можуть бути використані у майбутньому есе, опанування особливостей кожного абзацу есе окремо один від одного, написання першого проєкту есе, який передбачає анонімний відгук викладача або студентів та внесення певних правок, фінальне есе.

Зроблено висновок, що у студентів переважає когнітивний та соматичний тип тривоги під час вивчення англомовного писемного мовлення, а фактори, які спричиняють тривогу є когнітивними та соціолінгвістичними. Запропонований підхід до вивчення англомовного писемного мовлення є лише пропозицією та потребує випробування його на практиці, а також внесення можливих коректив.

Ключові слова: писемна мовленнєва тривожність, писемне мовлення, підхід до навчання писемного мовлення, фактори писемної мовленнєвої тривожності, типи писемної мовленнєвої тривожності.

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FACTORS CONTRIBUTING TO ENGLISH WRITING ANXIETY

With the adoption of the Law on the application of English as one of the international languages of communication in Ukraine in June 2024, the importance of English in our lives has increased.

According to Common European Framework of Reference for Languages (CEFRL), a person learning English should master four types of language activities: receptive (listening and reading), productive (speaking and writing), interactive (speaking and writing), and mediative (translation and interpretation).

In our research, we studied English written speech as a productive and interactive type of language activities: we identified the factors that prevent the development of written speech and, based on them, developed an approach to teaching writing that would develop necessary skills and abilities.

Having analyzed the survey, we determined main and secondary issues that prevent students from developing English writing skills. We studied that students experience difficulties in operating lexical and grammatical structures when writing essays, do not have sufficient knowledge about the forms and formats of essays, and the hours devoted to the development of writing skills are not enough. The secondary issues include the fear of teachers' and groupmates' negative evaluation, and the lack of ideas that could be used in students' essays.

After analyzing the students' answers, we developed the following approach to teaching English written speech: mastering lexical and grammatical structures that correspond to the essay topic, collective discussion of the ideas that can be used in the essay, mastering the features of each paragraph of the essay separately from each other, writing the first draft of the essay, which involves feedback from the teacher and making certain corrections, the final essay.

It was concluded that cognitive and somatic types of anxiety prevail among students during the development of writing skills, and the factors that cause anxiety are cognitive and sociolinguistic. The approach to the study of writing is only a proposal and needs a probationary period, as well as making possible corrections.

Key words: *writing anxiety, written speech, writing teaching approach, writing anxiety factors, types of writing anxiety.*

Statement and justification of the relevance of the problem. The importance of the English language has increased in Ukraine due to the adoption of the Law on the application of English as one of the international languages of communication in Ukraine in June 2024. The bill specifies the category of positions for which candidates have to be able to communicate in English, and also promotes English language in such areas as education, culture and tourism. English will be mandatory for senior preschool children in kindergartens, information about tourist attractions and announcements at transit junctions will be duplicated in English. The heads of state scientific institutions, higher education institutions and candidates for other positions defined by the law, have to be able to communicate in English as well [4]. According to Common European Framework of Reference for Languages (CEFRL), a person who learns English must possess four types of language skills: receptive (listening and reading), productive (speaking and writing), interactive (speaking and writing), and mediative [1]. We assume that the adoption of the law about the status of the English language in Ukraine may increase the amount of learners who study English. As writing is one of the skills that is essential for proper communication and interaction in English, it is important to define factors that prevent learners from developing this skill and create such an approach that could advance learners' written communication.

The purpose of the article. The purpose of the article is to define common challenges that cause writing anxiety and suggest an approach that could reduce the level of it and increase learners' writing skills.

Analysis of recent research and publications. While teaching English we should take into consideration the factors that affect foreign language learning process. They can be divided into the following categories: a. cognitive factors (language aptitude, learning strategies); b. affective factors (attitudes, motivation, anxiety); c. metacognitive factors; d. demographic factors [6]. As our study is interested in affective factors, we focus only on them.

In the educational environment an attitude is the way a student behaves towards learning. It can be positive and negative as well, and has a strong impact on academic performance. Therefore, the researchers claim that there is a strong connection between attitude and learning. For example, K.Bakar and R.Tarmazi in their research proved the impact of students' attitude on learning and academic performance. Findings of their study indicated that students' academic achievement was correlated significantly with their attitudes towards learning [7].

According to The Oxford dictionary of current English motivation is what induces a person to act in a particular way; what stimulates the interest of (a person in an activity) [12, c. 581]. J.Harmer determines two types of motivation: extrinsic and intrinsic. He says that students bring extinct motivation into the classroom from outside and it may be influenced by a number of external factors such as the attitude of society, family and peers to the subject in question. Intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom [5, c. 20].

Learning anxiety is a feeling of nervousness that a person experiences in an educational environment that prevents this person from learning. E.Horwitz defined a foreign language anxiety to be a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process or a feeling of stress, nervousness, emotional reaction, and worry that linked to second/ foreign language learning [7, c. 310].

Ch. Spielberger classified anxiety into trait anxiety (a stable personal quality to be anxious and does not change), state anxiety (a feeling of nervousness that may occur in a temporary situation and can change over time) and specific situation anxiety (a feeling of anxiousness and nervousness that happens only within a given situation). Learning a foreign language is referred to a specific situation, as a student experiences anxiety in different situations in a language class [6].

J. Mayer and P.Solovey divided learning anxiety into debilitating and facilitating. They discussed how anxiety can have both negative and positive effects. Debilitating type prevents students from learning and results in missing classes, not completing home

assignments, not participating in a classroom, demotivation and poor academic performance. Facilitating anxiety motivates students to confront new learning tasks and investigate the subject [3].

In 1986 E.Horwitz designed the Foreign Language Classroom Anxiety Scale (FLCAS), a tool consisting of thirty-three questions to determine the sources and effects of anxiety on students' participation during the lesson and academic performance. She distinguished three main sources of foreign language anxiety: communicative apprehension, negative evaluation and test anxiety. Communicative apprehension appears as a result from inability to express thoughts and ideas adequately in the target language. Negative evaluation is the fear about others' evaluation that someone could think of our performance during the lesson negatively. Test anxiety is a fear over academic assessment. It appears during the examination period and prevents students from showing good results. All these factors prevent learners from participating in the classroom actively and partially contribute to lesson avoidance or quitting language learning [9].

Factors that lead to foreign language anxiety can be divided into behavioral, cognitive, psycholinguistic, physical, and sociolinguistic types. Behavioral factors are connected to students' behavior in the classroom attitude towards language classes, cognitive is related to students' study habits and language aptitude, psycholinguistic – students' behavior in the classroom, physical – to their physical state and sociolinguistic – to learner-instructor interaction, students' age, gender and their different background [8].

N. Aripin and N.Rahmat define writing anxiety as one of language barriers that prevent writers from performing well in a writing task. The term was developed by J.Daly and M.Miller who defined this language barrier as an act of avoiding writing by individuals dealing with some amount of writing accompanied by their potential to be evaluated. When learners experience writing anxiety, they feel stressed, nervous, worried, and can tremble during the writing process [2, с. 337].

Writing anxiety can be divided into three types: cognitive anxiety, somatic anxiety and avoidance behaviour. Somatic anxiety is related to physiological effects, such as muscle tension and elevated heart rate. Cognitive anxiety is connected to mental aspects, like fear of negative evaluation. And avoidance-behaviour anxiety associates with avoiding writing activities or classes [2].

Presentation of the main research material. Our study took place in a state pedagogical university in Ukraine. It aimed to define challenges that provoke the writing anxiety and suggest a teaching approach to reduce the writing anxiety level. We suggested that students filled out a questionnaire to get the information about their level of writing anxiety. The number of participants was 14. All of them are second-year students doing their bachelor's degree in teaching English as a second language in secondary schools. The aim of the questionnaire was to gather students' experience on writing in English and define the factors that prevent them from writing in their target language. We used the adopted questionnaire suggested by M. Rezaeui and M. Jafari [11]. The initial survey

consists of 10 statements. We lowered them to seven: 1) I usually have no idea about the topic and what to write, in particular when I write English compositions under time constraint. 2) While writing English compositions, I often encounter some linguistic difficulties, such as inadequate mastery of vocabulary, simple sentence structures, and grammatical errors. 3) I'm afraid of negative evaluation of my English compositions from a teacher and fellow students. 4) My English writing skill stands still which makes me feel upset. 5) I lack writing practice inside and outside the classroom. 6) I don't think I have a good command of composition techniques. For instance, I'm too much concerned about the forms and formats. 7) I don't think the teacher's feedback on my English writing is sufficient and effective [11].

According to the curriculum students practice writing essays during English seminars in the first term. As the survey was conducted after the end of the course, we could receive students' real feedback and analyse it. Relying on this feedback we suggested our approach to teaching writing in English that could decrease the level of writing anxiety and at the same time improve the skills.

According to the survey 36% (5) of participants agreed that they have no ideas to write about, especially under time constraint. Whereas 64% (9) say that they disagreed to it. Answering the second question 79% (11) students agreed that they lack vocabulary and grammar knowledge of English language while writing English compositions. 64% (9) participants are not afraid of negative evaluation of their English compositions from the teacher or groupmates. Still, 36% (5) students are afraid. 36% (5) students agree that their English writing skill stands still, 64% (9) – disagree. 64% (9) participants say that they lack writing practice inside and outside the classroom as well. 57 % (8) students do not have good knowledge of composition techniques, such as the structure of essays, their peculiarities and formats. Providing answers to the last question 71% (10) participants receive sufficient and effective teacher's feedback. 29% (4) students say that the feedback is not enough.

The results show that most of the students cannot operate well with vocabulary and grammar structures, do not have enough knowledge of forms and formats of English compositions, and they lack the practice of writing in English. These are the main issues that give rise to writing anxiety. Secondary causes are shortage of ideas under time constraint and negative evaluation from teachers and peers.

In order to reduce the level of anxiety and improve students' writing skills we suggest the following approach to teaching writing: 1) Teaching topic vocabulary and grammar structures; 2) Topic discussion (supposed ideas); 3) Teaching main body/ introduction/ conclusion separately; 4) First draft (blind review); 5) Final draft.

According to our survey students faced difficulties with expressing their thoughts due to limited vocabulary and grammar structures. Therefore, we believe that teaching writing should start with the introduction of new words and phrases that can be necessary in expressing students' ideas.

Students lacked ideas they could share. Therefore, the second stage is discussing possible issues. A teacher should think of the topics of essays beforehand and discuss them with students before writing.

Next stage is about writing itself. In our previous research we suggested teaching writing by beginning with sentences, paragraphs and then the whole text [10]. Here we would like to introduce the corrections to this approach by studying each paragraph of an essay and its peculiarities separately from one another. We think that learning to write an essay should be divided into teaching introduction, main body and then conclusion. Moreover, we believe that a teacher should start with the main body, then introduction and conclusion. Main body includes the ideas of the essay. The introduction and conclusion depend on the information mentioned in the main body. Hence, it might be easier for students to write an introduction and conclusion after the main body.

As our students were afraid of negative evaluation from a teacher or groupmates, we suggest blind review from a teacher or students before the final draft. It allows students to study and correct their possible mistakes, and improve confidence in writing essays.

Conclusions and prospects of further exploration of the direction. Having conducted a survey and analysed students' answers, we could say that cognitive and somatic types of anxiety outweigh in their answers. Students faced problems with using vocabulary and grammar structures and did not have enough knowledge about essay structure. Factors that cause writing anxiety are cognitive and sociolinguistic, such as challenges with expressing thoughts under limited time and due to lack of vocabulary and grammar knowledge, and the fear of negative evaluation of their teachers and peers. Based on these results we suggested an approach that could reduce the writing anxiety level and boost students' skills. Still, our approach is experimental and needs a probationary period.

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ІМЕРСИВНЕ НАВЧАННЯ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА

Інформаційно-комунікаційні технології є невід'ємною складовою сучасного випускника закладу загальної середньої освіти. Формування цифрової компетентності учня є однією із задач закладу освіту, що сприяє формуванню особистості, спроможної швидко отримувати доступ до навчальних відомостей і відповідає парадигмі навчання впродовж всього життя.

Метою цієї статті є аналіз одного із сучасних підходів до організації процесу навчання – імерсивного навчання, яке останнім часом набуває обґрунтованого підтвердження його ефективності, особливо за умов організації змішаного навчання.

Відповідно до розглянутих в статті тлумачень поняття імерсивного навчання можна стверджувати, що імерсивне навчання – це інтерактивний, персоналізований процес організації навчання, побудований на використанні імерсивних технологій і орієнтований на практичну складову процесу навчання. В результаті такого навчання учні стають активними здобувачами знань, відбувається розвиток їх критичного мислення, творчих здібностей та уміння працювати у співпраці, а сам процес набуває ознак гнучкості, саморефлексивності та співпраці. Реалізація імерсивного навчання відбувається шляхом створення інтерактивного персонального середовища навчання, що відповідає індивідуальним потребам учнів та надає можливість вибудовувати індивідуальну траєкторію навчання в залежності від потреб.

Основою імерсивного навчання є імерсивні технології навчання, які можна розглянути як комплекс технологій, що забезпечують повне або часткове занурення учня в навчальне середовище. Вони сприяють формуванню суб'єктивного досвіду, підвищують візуалізацію й інтенсифікацію процесу навчання. Такі технології залучають різні органи чуття, стимулюють когнітивні процеси та розвиток інтелектуальних здібностей учнів, роблячи навчання більш інтерактивним і захопливим..

Для організації імерсивного навчання необхідно: 1) усвідомити перспективи використання імерсивних технологій у навчанні; 2) створити імерсивне навчальне середовище на основі цих технологій; 3) теоретично обґрунтувати доцільність обраного середовища та відповідних технологій; 4) розробити педагогічні умови для ефективного використання цього середовища; 5) визначити мету навчання та сформувати відповідний навчально-методичний зміст; 6) підібрати програми, додатки та сервіси, які допоможуть досягти поставлених педагогічних цілей.

Ключові слова: імерсивне навчання; імерсивні технології навчання; заклади загальної середньої освіти; персоналізоване навчання; індивідуальна траєкторія навчання.

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IMMERSIVE LEARNING AS A PEDAGOGICAL PROBLEM

Information and communication technologies are an integral component of a modern graduate of a general secondary education institution. Developing students' digital competence is one of the institution's tasks, contributing to the formation of an individual capable of quickly accessing educational information and aligning with the paradigm of lifelong learning.