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МЕТОД ЗАНУРЕННЯ ПРИ ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Загальновідомо, що найефективнішим способом вивчення іноземної мови є повне занурення у природне мовне середовище. Перебування в країні, де іноземна мова, що вивчається, є основою для спілкування, дає здобувачам освіти змогу інтуїтивно засвоювати лексику, вимову та комунікативні моделі через повсякденну взаємодію. Таке занурення також знайомить студентів з

культурними нормами, професійним етикетом та реальними комунікативними стратегіями, що є особливо важливим для ефективного використання мови у професійних сферах. Проте подібні можливості доступні не всім. Фінансові обмеження, геополітичні фактори та соціальні обставини, такі як війна в Україні, обмежена мобільність та економічна нестабільність, суттєво ускладнюють поїздки за кордон та доступ до автентичного мовного середовища. До того ж, студенти часто стикаються з психологічними бар'єрами, такими як страх помилок або низька впевненість у собі, що додатково обмежує бажання практикувати мову поза навчальним процесом.

У відповідь на ці виклики викладачі все частіше застосовують методи штучного або аудиторного занурення, що імітують природне мовне середовище. У статті розглядається ефективність викладання англійської мови професійного спрямування за допомогою занурення у середовище, де ця мова не є рідною. Особлива увага приділяється свідомому використанню англійської як єдиної мови викладання навіть у групах із невисоким рівнем володіння мовою, а також інтеграції автентичних мультимедійних матеріалів, таких як відео на YouTube, подкастів, професійних блогів та онлайн-курсів. Такі ресурси не лише забезпечують доступ до автентичної мови, але й підвищують мотивацію студентів, оскільки пов'язують навчальні завдання з практичними, кар'єрними потребами.

Дослідження показує, що методи занурення значно покращують комунікативну компетентність, засвоєння професійної лексики та впевненість студентів. Також в статті аналізуються педагогічні стратегії, які сприяють розумінню іноземної мови без перекладу, зокрема ступенева структура навчання, використання візуальних засобів, контекстуального підходу, завдань на практику та групова робота. Результати свідчать, що навіть за обмежених умов добре структуровані методи занурення можуть відтворювати ефект реального мовного середовища, сприяти активній участі студентів та ефективно готувати їх до професійного спілкування у глобальному контексті.

Ключові слова: занурення в мовне середовище; англійська мова професійного спрямування; комунікативна компетентність; іншомовна освіта; мультимедійні технології.

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IMMERSIVE APPROACH TO LEARNING ENGLISH FOR SPECIFIC PURPOSES IN NON-NATIVE ENVIRONMENTS

It is widely believed that the most effective way to learn a foreign language is by being fully immersed in its natural linguistic environment. Living in a country where the target language is spoken allows learners to intuitively pick up vocabulary, pronunciation, and communicative patterns through everyday interaction. As we know, such immersion also exposes learners to cultural norms, professional etiquette, and real-life communication strategies, which are crucial for effective use of the language in professional settings. However, these opportunities are not accessible to all learners. Financial constraints, geopolitical factors, and social circumstances, including the ongoing war in Ukraine, have restricted students' mobility and, together with economic instability have limited their ability to travel abroad and experience authentic language immersion. Additionally, students often face psychological barriers such as fear of making mistakes or lack of confidence, which can further restrict their willingness to practice language outside formal learning contexts.

In response to these challenges, ESP teachers increasingly turn to artificial or classroom-based immersion methods that simulate natural language environments. This article explores the effectiveness of teaching English for specific purposes through immersion techniques within non-native settings. Particular attention is paid to the deliberate use of English as the sole medium of instruction, even among learners with relatively low proficiency levels, as well as the integration of authentic multimedia content such as YouTube videos, podcasts, professional blogs, and online courses into the learning process. These tools not only provide exposure to real-world language use but also help motivate learners by connecting classroom activities to practical, career-oriented contexts.

The study asserts that immersive approaches can significantly enhance learners' communicative competence, professional vocabulary acquisition, and confidence. It also examines pedagogical strategies that support comprehension without reliance on translation, including scaffolding, visual aids, contextual learning, task-based instruction, and collaborative activities. The findings suggest that even in constrained environments, well-structured immersion techniques can approximate the benefits of natural language exposure, foster student engagement, and prepare learners for professional communication in global contexts.

Key words: immersion learning; English for specific purposes; professional communication; language acquisition; non-native environment; multimedia learning; communicative competence.

Problem statement and justification of the problem relevance. It is important to note that the process of learning a foreign language has long been associated with immersion in a natural linguistic environment. As commonly stated, the best way to acquire a foreign language is to live among its speakers, where learners can naturally pick up the language through continuous exposure and interaction. Such immersion facilitates not only linguistic competence but also sociocultural understanding and pragmatic communication skills.

However, in modern realities, this ideal scenario is not always feasible. Many students lack the financial means to travel or live abroad. In the context of Ukraine, the situation is further complicated by the ongoing war, restricted borders for certain population groups, and general economic hardship. These factors significantly

limit access to authentic English-speaking environments, creating a gap between theoretical language learning and practical communicative application.

Therefore, the key problem addressed in this article is how to effectively teach English for specific purposes in conditions where natural immersion is unavailable. Specifically, the study focuses on the development and implementation of artificial immersion strategies within the classroom, aiming to replicate the benefits of real-world language exposure.

Analysis of recent research and publications.

Analysis of recent research and publications shows that immersive learning environments play a critical role in second language acquisition. Recent studies emphasize that exposure to meaningful language input in context is far more effective than isolated grammar instruction. According to Krashen (2003), language learning occurs

most successfully when learners engage in authentic communication, using the language for its intended purpose, rather than relying on complex methods or formal grammar drills. [2, p. 10]

It is necessary to highlight that immersion is not just a method, but a crucial factor in how effectively a second language is learned. Being in an environment where the language is used naturally allows learners to encounter it in meaningful situations, which helps them understand not just words and grammar, but how language works in real communication. Krashen's perspective reinforces this by showing that learning is most successful when students use the language to convey ideas and interact, rather than only focusing on memorizing rules or performing exercises. These ideas suggest that language acquisition depends on practical experience and meaningful engagement, rather than passive study. Understanding this emphasizes the importance of designing learning experiences that give learners opportunities to communicate authentically, even when real immersion is not possible. However, while these theoretical perspectives are well-documented, empirical studies on artificial or classroom-based immersion in constrained contexts remain limited.

Supporting this theoretical perspective, Porter and Castillo (2023) conducted a comparative study involving 60 non-native English speakers and found that learners in immersion-based settings, who engaged in authentic communicative contexts, achieved significantly higher TOEFL scores than those in traditional classrooms. Their results demonstrate that immersion, whether natural or simulated, can have a measurable impact on language proficiency. [3, p. 164]

This evidence underscores the potential of artificial or classroom-based immersion strategies to replicate some of the benefits of real-world exposure, enabling students to practice language in meaningful ways. This suggests that even simulated immersion within the classroom can replicate some of the benefits of natural environments, highlighting the relevance of controlled immersion strategies for ESP teaching. It also raises important considerations about how ESP teachers can create rich, interactive experiences that go beyond conventional instruction, emphasizing real communication and contextualized learning. It is necessary to highlight that these insights emphasize that effective language acquisition depends on both the quality of input and the opportunities learners have to use the language actively, reinforcing the value of immersive practices in modern language teaching contexts.

The purpose of this article is to investigate the effectiveness of artificial or classroom-based immersion strategies for teaching English for specific purposes in contexts where access to natural language environments is limited. In particular, the study aims to explore how exclusive use of English in the classroom, combined with authentic multimedia resources and interactive teaching methods, can simulate immersion and foster learners' communicative competence, professional vocabulary, and even confidence. This study specifically seeks to address gaps in understanding how learners' motivation, engagement, and cultural competence can be effectively supported when real-world interaction is unavailable. By examining pedagogical strategies that support comprehension, engagement, and autonomous learning, the article seeks to identify practical approaches for bridging the gap between theoretical knowledge and real-world language use.

Additionally, the study highlights the potential of these methods to address constraints faced by learners in challenging social, economic, or geopolitical conditions, offering guidance for ESP teachers who must design effective, context-sensitive instruction in non-native settings.

Despite extensive research demonstrating the benefits of immersive learning and meaningful input for second language acquisition, several challenges remain unresolved. Most studies focus on natural immersion environments or well-resourced classroom simulations, leaving a gap in understanding how effective artificial or simulated immersion can be recreated in contexts where access to native speakers or rich language exposure is limited. In particular, the impact of artificial immersion on learners' motivation, engagement, and cultural competence has not been sufficiently explored. Additionally, there is little evidence regarding which specific strategies best foster communicative competence when real-world interaction is unavailable. Finally, in regions affected by economic, social, or political constraints, the practical application and adaptation of immersion techniques have not been sufficiently examined. Thus, addressing these gaps is essential for developing effective, context-sensitive approaches to language teaching that can provide the benefits of immersion even when authentic exposure is impossible.

Presentation of the main research material. It goes without saying that one of the most effective ways to address the lack of natural immersion in non-native environments is to simulate it within the classroom. This can be achieved through the consistent use of the target language during lessons, where the teacher conducts instruction entirely in English, regardless of students' initial proficiency levels. It is necessary to emphasize that while challenging for beginners, this approach creates a continuous linguistic environment that encourages active engagement, adaptive thinking, and gradual internalization of the language. Students are exposed not only to vocabulary and grammar but also to the rhythm, intonation, and pragmatic patterns of authentic communication. By encountering professional phrases and expressions in context learners infer meaning naturally, developing strategies for understanding new terms and professional jargon. To emphasize the importance of active student engagement in the learning process, we would like to quote Benjamin Franklin who wrote: "Tell me and I forget. Teach me and I remember. Involve me and I learn." [1] This highlights why interactive methods such as role-plays, situational simulations, and collaborative tasks are essential for effective language acquisition, as they move learners from passive reception to active participation.

As our experience shows, to support comprehension in this artificial immersion setting, ESP teachers must employ a variety of scaffolding techniques. Visual aids, gestures, and simplified language help convey abstract or complex concepts, while repetition, structured paraphrasing, and contextual cues enable learners to internalize core linguistic structures. Role-plays and situational simulations provide opportunities for authentic practice, allowing learners to negotiate meaning, collaborate, and apply language in realistic professional scenarios. For instance, students may simulate a business meeting or client negotiation, practicing both technical language and soft skills such as teamwork and problem-solving.

It is worth noting that integration of authentic multimedia resources further enhances immersion, providing exposure to diverse accents, speech patterns, and real-world professional contexts. YouTube videos, podcasts, blogs, and online forums allow learners to engage with contemporary discourse, technical vocabulary, and workplace communication practices, even when access to native speakers is limited. For example, YouTube channels that feature interviews with industry experts, demonstrations of technical procedures, or virtual workplace tours allow learners to see and hear English in action. Similarly, blogs, podcasts, and online forums provide insights into real-world communication, contemporary trends, and professional discourse. The resources mentioned above not only help develop listening skills but also increase students' cultural awareness and understanding of professional norms. Additionally, with the help of these resources, learner motivation can be increased, which in turn will facilitate self-directed learning, enabling repeated practice of challenging material, helping bridge the gap between theoretical classroom knowledge and practical application.

It is necessary to mention that multimedia materials also significantly boost learner motivation. [4, p. 14] Students often find videos, interactive exercises, and real-life scenarios more engaging than traditional textbooks, as they reflect contemporary topics and workplace contexts. This engagement encourages longer and more frequent interaction with the language, which is crucial for acquisition. Furthermore, technology allows students to revise content, pause or replay difficult sections, and practice pronunciation by mimicking native speakers, creating personalized learning opportunities.

Another important aspect is that immersion-based strategies in the classroom foster both learner autonomy and critical thinking. By engaging in tasks conducted entirely in English, students gradually develop strategies to infer meaning, negotiate understanding, and participate independently in professional contexts. Consequently, the task of ESP teachers is to provide guidance and formative feedback to maintain an appropriate balance between challenge and support, ensuring that learners remain motivated and capable of handling increasingly complex tasks. The gradual introduction of advanced vocabulary and idiomatic expressions allows learners to expand their competence without feeling overwhelmed, thereby approximating the benefits of full immersion in a real-world environment.

It is obvious that group activities and discussions further reinforce immersion and collaborative learning. Role-playing professional scenarios, such as business meetings, client negotiations, presentations, or technical briefings, allows students to apply language skills in context. For example, in a business English class, one group may prepare a mock project proposal while another group evaluates it using professional terminology. Such tasks develop not only linguistic competence but also soft skills like teamwork, problem-solving, and professional communication. Peer feedback and guided reflection during these activities help learners identify errors and improve fluency.

Despite its numerous advantages, the immersion approach requires careful and thoughtful implementation. ESP teachers must balance challenge and support to ensure that students are neither overwhelmed by excessive complexity nor disengaged due to lack of comprehensible input. Gradual introduction of advanced

vocabulary, sentence structures, and idiomatic expressions allows students to progressively expand their competence. Moreover, teachers often need to adapt lesson plans dynamically, using formative assessment to gauge comprehension and adjust activities accordingly. When carried out successfully, immersion-based teaching develops independent learners who can operate confidently in professional English settings, replicating many of the advantages of complete immersion in a native-speaking environment.

Conclusions and further research perspectives.

While natural immersion remains the ideal for language acquisition, it is often inaccessible due to financial, social, or political constraints. In these contexts, artificial or classroom-based immersion offers a practical and effective alternative. Carefully designed programs that combine exclusive use of English, interactive teaching methods, and authentic multimedia materials create rich linguistic environments that support communicative competence, professional vocabulary acquisition, and cultural understanding even in non-native contexts. These approaches also enhance learner motivation, engagement, and autonomy, addressing some of the previously unresolved challenges in language education.

Future research should explore how artificial immersion can be optimized for learners at different proficiency levels, investigate long-term outcomes of technology-mediated exposure, and examine the role of socio-emotional factors such as motivation, anxiety, and resilience in learning outcomes. Overall, current evidence strongly suggests that, even in challenging circumstances, well-structured immersion programs can substantially enhance foreign language education, bridging the gap between classroom learning and real-world professional communication.

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ВІДОМОСТІ ПРО АВТОРА

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**КРИТЕРІЇ, ПОКАЗНИКИ ТА РІВНІ СФОРМОВАНOSTI У МАЙБУТНІХ БАКАЛАВРІВ
ДЕКОРАТИВНОГО МИСТЕЦТВА ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ
У КОНТЕКСТІ ПОЛІХУДОЖНОСТІ**

Актуальність досліджуваної проблеми зумовлена необхідністю трансформації традиційних підходів до професійного навчання у відповідь на динамічні виклики сучасного соціокультурного простору, що потребує від майбутнього митця не лише високої технічної майстерності, а й здатності до глибокої художньої інтеграції, асоціативного мислення, системного синтезу знань. Здійснено аналіз наукових підходів до розроблення критеріїв і показників сформованості професійної компетентності. Визначено цілісний діагностичний інструментарій для вимірювання сформованості у майбутніх бакалаврів декоративного мистецтва професійної компетентності у контексті поліхудожності. Основними критеріями обрано ціннісно-мотиваційний (відображає стійку професійну спрямованість і ціннісне ставлення до культурної спадщини), інноваційно-когнітивний (характеризує обсяг фахових та інтегративних знань), операційно-діяльнісний (визначає рівень технічної досконалості виконання робіт і здатність до синтезу різних видів мистецтва), рефлексивно-особистісний (свідчить про здатність здобувача освіти до критичного самоаналізу та адаптивності). Для кожного з виокремлених критеріїв визначено систему показників, здійснено добір валідних методів діагностики. Диференційовано чотири рівні сформованості у майбутніх бакалаврів декоративного мистецтва професійної компетентності у контексті поліхудожності: низький (інтуїтивно-пасивний), середній (репродуктивно-алгоритмічний), достатній (продуктивно-евристичний), високий (креативно-інноваційний). Наукова новизна та практичне значення результатів полягають у тому, що запропонований діагностичний інструментарій дає змогу здійснювати моніторинг професійного зростання бакалавра декоративного мистецтва, забезпечуючи умови для їхнього переходу до високого ступеня творчого самовираження. Він створює підґрунтя для проєктування педагогічних моделей та визначення організаційно-педагогічних умов, що сприятимуть ефективному формуванню професійної компетентності майбутніх митців в умовах поліхудожності.

Ключові слова: вища мистецька освіта, бакалавр декоративного мистецтва, поліхудожність, професійна компетентність, діагностичний апарат.

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**CRITERIA, INDICATORS AND LEVELS OF FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE
BACHELOR OF DECORATIVE ARTS IN THE CONTEXT OF POLYARTINESS**

The relevance of the problem under study is due to the need to transform traditional approaches to professional training in response to the dynamic challenges of the modern socio-cultural space, which requires the future artist not only high technical skill, but also the ability to deep artistic integration, associative thinking, and systemic synthesis of knowledge. An analysis of scientific approaches to the development of criteria and indicators of the formation of professional competence was carried out. A holistic diagnostic toolkit was determined to measure the formation of professional competence in future bachelors of decorative arts in the context of polyartism. The main criteria chosen were value-motivational (reflects a stable professional orientation and a value-based attitude to cultural heritage), innovative-cognitive (characterizes the volume of professional and integrative knowledge), operational-activity (determines the level of technical perfection of work performance and the ability to synthesize different types of art), and reflective-personal (indicates the ability of the student to critical self-analysis and adaptability). For each of the identified criteria, a system of indicators was defined, and valid diagnostic methods were selected. Four levels of formation of professional competence in future bachelors of decorative arts in the context of polyartism were differentiated: low (intuitive-passive), medium (reproductive-algorithmic), sufficient (productive-heuristic), high (creative-innovative). The