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Approaches to Communication Strategies and Their Implementation in English Language Instruction at Universities

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Abstract The article highlights the importance of communicative models in optimising English teaching in higher education institutions. It emphasises the need for more research on this issue in the scholarly works of both foreign and Ukrainian researchers. The study aims to analyse the features of the practical application of communicative models in the process of teaching English in higher education institutions. The research object is the methodology of teaching English in higher education institutions. The research methodology is based on an integrative approach, utilising structural-functional, systemic, synergetic, and sociocultural methods throughout the research process. The findings enabled a clear understanding of the content of communicative models employed in teaching English in higher education institutions. A communicative model may comprise a range of components and content. A pedagogical experiment was conducted at the state institution "South Ukrainian National Pedagogical University named after K.D. Ushynsky" to determine the effectiveness of implementing the communicative model ICLT in the teaching of foreign languages in higher education institutions. The study identified the pivotal role of sociocultural communicative competence in teaching English in higher education institutions. It enabled the identification of the principal aspects to be considered when planning the implementation of communicative models. Assuming the results obtained, the performance of a communicative model was analysed using a specific example. Implementation is of great importance in contemporary realities. Credible directions for optimising the educational process by introducing communicative models are presented. It was noted that Ukrainian methodology has not yet explored communicative models nor considered the possibilities of optimising their content according to the direction of future specialists' training.

Index Terms language teaching, modelling, intercultural communicative competence, higher education institution, educational technology, methodology, technique, ICLT, ICC

I. Introduction

The methodology of teaching English in higher education institutions is multifaceted and dynamic. It is essential to consider modern educational trends and labour market requirements for future professionals. Teaching English in higher education institutions is typically aimed at developing students' intercultural communicative competence. At the beginning of the educational process, the teacher should select a communicative model and optimise its content based on the educational programme and current principles of teaching in order to manage the educational process and achieve the necessary results. When populating the communicative model with various learning activities, the teacher must prioritise fostering students' interest in studying a foreign language with a professional orientation. In doing so, adopting a creative approach to applying current educational methodologies,

techniques, and games is crucial. An in-depth study of this issue is essential to identify effective ways to optimise teaching English in higher education institutions by implementing communicative models.

This study aims to analyse the peculiarities of the practical application of communicative models in the teaching of English in higher education institutions.

A. Literature Review

Abrejo et al. [1] posit that English-speaking countries adopt the most effective approach to teaching English, embodying the universally accepted and critical concepts for language teaching, which is communicative language teaching (CLT). Munzaki et al. [2] argue that the teaching method is used to help students acquire knowledge and achieve educational goals.

The research by Khalil & Semono-Eke [3] represents an attempt to share experience in teaching English as a Foreign Language (EFL) /English as a Second Language (ESL), employing methodologies for teaching General English and English for Specific Purposes (ESP) to students learning English as a foreign language. In their study, Ogienko et al. [4] identified specific characteristics of adult learners that should be considered when teaching English for professional purposes. They also outlined the most suitable teaching methods for the defined purpose. Tuychieva et al. [5] emphasised the importance of creating favourable conditions for learning English.

Selvi and Yazan's [6] discussion is based on a synchronic-diachronic symbiosis. It is complemented by a review of the main analytical paradigms and trends that contribute to the systematic study of English and its sociolinguistic and educational implications. Elmahdi and Hezam [7] provided comprehensive arguments about the problems of teaching English vocabulary to non-native speakers.

In the study by Owens & Hite [8], the effectiveness of global project-based learning (PBL) as a pedagogical approach for improving and developing communication skills necessary for interaction was investigated from the perspectives of teachers and students in the USA. Wang [9] examined the challenges faced by teachers in the process of teaching English. Fantini [10] emphasised the significance of internationalising the curriculum, expanding educational exchange opportunities, and developing intercultural abilities in students, reflecting the contemporary needs of a globalised world.

Tran and Duong [11] highlighted the need for educational models to integrate intercultural content into English language lessons. The findings of Ho [12] indicate that Communicative Language Teaching (CLT) is a practical approach to facilitating students' learning of English, increasing their confidence, and improving their communicative competence.

Taridi et al. [13] made a valuable contribution to understanding the impact of CLT on online education in contemporary conditions. Akhmetzadina et al. [14] conducted a comprehensive analysis of the existing and most frequently used methods and competency-based approaches to remote foreign language learning. Peng et al. [15] highlighted the importance of Intercultural Communicative Competence (ICC) from a diachronic perspective.

Rus [16] presents arguments favouring the sequential application of creative educational methods in the English for Specific Purposes (ESP) teaching process. Bureković et al. [17] conducted a review of five methods of teaching English: the Grammar-Translation Method (GTM), the Direct Method, the Audio-Lingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). Shi [18] characterised the Theory of Inventive Problem Solving method in the teaching process of English. Magaña et al. [19] presented an upbeat assessment of the usefulness of the flipped classroom as a teaching methodology. Zhai [20] emphasised the importance of meaning-based communication, linguistic

competence clarity, debates, and problem-solving skills in university education. Zarrinabadi et al. [21] observed that the development of language thinking, the capacity to learn a language, can be cultivated through deliberate efforts. These efforts can be considered a motivational resource that directs students' focus on improvement and learning processes.

II. Methods

An integrative approach was employed to investigate the practical application of communicative models in teaching English at higher education institutions (HEIs). This approach combines various research methods and links theoretical concepts with the concrete practice of Ukrainian higher education. The research was grounded in general scientific principles such as objectivity and specificity and the application of universal methods of theoretical analysis (analysis and synthesis, abstraction, comparison, and modelling).

One of the principal general scientific methods employed is the structural-functional method, as the analysis of communicative models is inextricably linked to considering the structure of philological education and its constituent elements. Given the diverse manifestations and functions of communicative models, their analysis required the application of a range of methods.

The theoretical and methodological study of communicative models in the context of higher philological education aims to analyse conditions that are not part of the general educational concept and often indicate contradictions in the educational process as a whole and philological education in particular.

The methodological basis for analysing the application of communicative models is the systemic method, as the communicative model represents a complex phenomenon in the educational process that contributes to the professional realisation of individuals and their participation in intercultural interaction.

Theoretical principles that reveal non-linear connections in further developing English language teaching at HEIs in global transformation processes are essential in methodological terms. The synergistic method allowed for identifying practical features in applying communicative models at the current stage of higher education development. The socio-cultural method was used to study the substantive content of communicative models used by Ukrainian HEIs.

The modelling method became appropriate to form a comprehensive understanding of the features of implementing and the degree of effectiveness of the communicative model in the educational process. To assess the effectiveness of this process, the survey method was employed.

III. Results

The communicative model is a theoretical framework that facilitates the creation of educational environments and new learning experiences. It provides educators with theoretical or instructional frameworks, patterns, or examples for various educational components, including syllabi, teaching method-

ologies, content, supplementary materials, and teaching sequences.

The communicative model is a crucial organisational tool for educators, as it enables them to

- 1) develop a highly skilled and diverse professional repertoire,
- 2) reach more effectively a significant number of students,
- 3) design educational activities guided by specific subjects, educational content, or processes;
- 4) a better understanding of curricula, especially as different models can be specifically designed to achieve desired learning outcomes and / or target groups;
- 5) gain insight into the reasons why specific methods are effective with some students and not with others;
- 6) modify or rework existing teaching methods and instructional delivery to better meet the needs of student youth.

In light of the necessity of developing foreign language communicative competence in student youth, it is expedient to distinguish the following types of communicative models used in teaching English. The ICLT (Intercultural Communicative Language Teaching) model is a continuous process of acquiring language and intercultural competence (ICC). It consists of three components, as illustrated in Figure 1:

The first component is language culture, which represents the primary educational process (input – message – practice – output), and ICC, which is systematically integrated.

The second component is the central part, consisting of four instructional steps that contribute to developing students' ICC skills and abilities. Each step reflects the knowledge formation and construction stage that facilitates the development of students' ICC skills and abilities [11].

Introduction. This stage of instruction aims to provide students with linguistic and intercultural knowledge by exposing them to a wide range of authentic texts and sources (oral, written, and visual) about language and various cultures. The Theory of Comprehensible Input Hypothesis by author [22] is included in this instructional stage to enhance students' motivation by providing comprehensible input slightly above their current understanding.

Message. Building on their prior knowledge of language and intercultural relationships, students are encouraged to identify and compare unfamiliar features with those they already know. Additionally, students discuss the reasons for linguistic and intercultural differences and their reactions to linguistic and intercultural features. At this stage of the learning process, which represents the next step in forming and constructing knowledge, the Theory of Input Hypothesis by R. Schmidt [22] is employed to enhance students' linguistic and intercultural awareness and adjust their intercultural attitudes. It encourages them to engage in more authentic learning tasks and actions, enabling them to focus on and identify unfamiliar features introduced.

Practice. Students are given various opportunities to practise short communicative tasks under the instructor's guidance, who provides prompts about elements of new knowledge

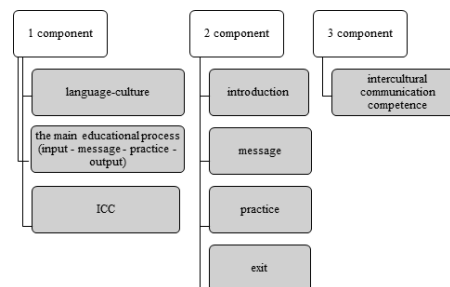


Figure 1: Intercultural communication language teaching model

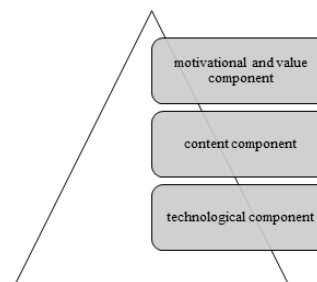


Figure 2: Multilingual training model

from the two previous stages of instruction. Additionally, students can practise using intercultural communication strategies according to their linguistic and cultural needs. The Interaction Hypothesis Theory by M. Long [22] is employed at this instructional stage, fostering the development of students' ICC by helping them utilise their previous comprehensible input to enhance language skills (e. g., speaking, listening, reading) and intercultural skills (e. g., ability to interpret meanings in the target culture and relate them to their own).

Output. Students may perform previous input functions at this stage and reflect on their effectiveness and appropriateness. Additionally, they engage in more profound exploration of the new language and intercultural features, experimenting with new forms, expressions, or strategies acquired from the previous input into actual language use through linguistic and intercultural tasks (e. g., project, drama, presentation). The underlying learning theory is the Output Hypothesis Theory by Swain, which aims to increase students' awareness of gaps in their educational process. It may result in the generation of new input for another process of the ICLT model, as students' output is a process rather than a product of their ICC learning.

The third component is intercultural communicative competence. The ultimate goal of ICLT is to facilitate the development of intercultural communicative competence (ICC) in students, enabling them to interact effectively and appropriately with representatives of different cultures [11].

The multilingual training model comprises motivational values, content, and technology (see Figure 2).

A closer examination of the components of multilingual training for future professionals is warranted. The motivational and value component is a system of students' mo-

tivational values and emotional-volitional attitudes towards the world, activity, people, oneself, abilities, and personal development. The motivation towards specific activity content is formed through educational-cognitive games, educational discussions, and methods of emotional stimulation, which encourage students to take an active position as future professionals, acquire universal ways of cognitive activity, practice critical analysis, selection, and construction of personally meaningful activity content.

The otivateional and value component is oriented towards students who will use the English language in their future professional activities. This is evidenced by classes with native speakers who can discuss issues directly related to future professional activities. The independent and voluntary planning and conducting of classes demonstrate a conscious approach to addressing potential professional issues.

The content component ensures that students develop a dialectical approach to cognitive and practical activities. The formation of speech culture in the content component is based on the cognitive level of the anticipated monologue. This entails selecting an active vocabulary, meaningful structures of utterances, and communication situations for each micro-theme, which are then implemented in the context of specific speech tasks.

The technological component is the readiness and ability of an individual to conduct research activity based on applying knowledge in a particular field and research skills to solve theoretical and practical tasks. Concerning the formation of speech culture and communicative competence, it is essential to note the necessity of using effective teaching technologies.

It is crucial to emphasise the benefits of increasing student interest through the development of practical skills. Research is a multifaceted activity that shifts from dependence on textbook use to a more practical approach to learning. In terms of integrating research-based learning into teaching English in higher education institutions, adopting a learning cycle approach is essential, as it is grounded in constructivist principles and emphasises the investigation of phenomena.

The 5E model is regarded as a structure that effectively promotes learning, thus creating conditions for teaching while considering how students acquire new knowledge and develop communicative skills [23]. The 5E instructional model was initially developed based on constructivist learning theory and comprises a series of stages designed to facilitate cognitive learning. An overview of the model is presented in Figure 3.

The initial phase of the 5E instructional cycle, known as engagement, is designed to ascertain students' prior knowledge and to motivate them.

The research phase, which follows engagement, provides students with specific educational experiences and involves active exploration [24]. It is then followed by the explanation phase, which allows students to describe their understanding and formulate reflective concepts.

The development stage presents an opportunity to integrate educational objectives with other content areas, fostering a deeper and broader understanding. Evaluation allows educa-

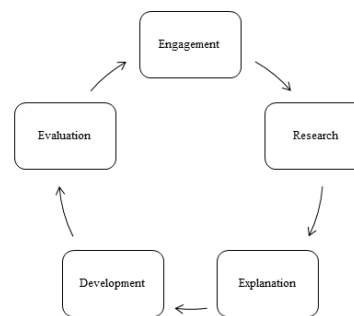


Figure 3: Training model 5E

Levels	At the beginning of the semester		At the end of the semester	
	Quantity	%	Quantity	%
initial	0	0	0	0
average	0	0	0	0
sufficient	6	11,54	2	3,85
high	39	75	36	69,23

Table 1: Students' progress in the discipline practice of oral and written wommunication (English)

tors to evaluate students and enables students to assess their own understanding.

After completing this cycle and interacting with peers or the environment, students can identify, reorganise, develop, and change their initial concepts.

Although the 5E instructional cycle is considered practical and constructivist pedagogy, the question of how to successfully implement it into a semester-long course remains challenging for educators [25].

The communicative model ICLT is not used permanently in Ukrainian higher educational institutions, so researching the possibilities of its implementation is promising. Since the chosen model is multifaceted, this enhances its versatility for implementation at the Faculty of Foreign Languages of the state institution "South Ukrainian National Pedagogical University named after K.D. Ushinsky".

The implementation of the model took place during the first semester of the 2023-2024 academic year by integrating it into the teaching of the discipline "Practice of Oral and Written Communication (English)". Methodological support was provided by the faculty of Western and Eastern Languages and the Methodology of Their Teaching.

The study involved students from two second-year groups (total number – 52 individuals) who are pursuing a specialisation in 014 "Secondary Education" (Language and Literature (Korean)) under the educational-professional program: "Secondary Education" (Language and Literature (Korean, English)).

Two tools were chosen to assess the effectiveness of implementing the communicative model for monitoring student success: a final survey and tracking the dynamics of success in the chosen discipline. A comprehensive examination of the results is warranted (Table 1, Figure 4).

The graphical display of the results provides a complete picture of the achieved result.

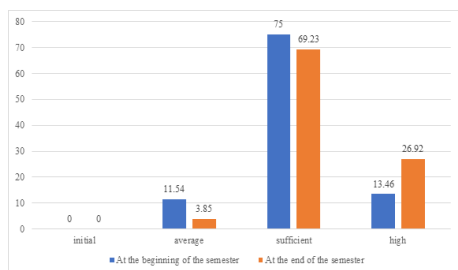


Figure 4: Implementation of the ICLT communicative model impact on second-year students' academic performance, in %

A. Source: author's modelling

Accordingly, it is worth noting a significant positive dynamic in student performance, manifested as follows: a decrease in students with average (from 11.54% to 3.85%) and sufficient (from 75% to 69.23%) levels and a substantial increase in students with high levels (from 13.46% to 26.92%). The survey results allowed for a detailed understanding of the outcomes thanks to students being able to identify factors that positively influenced their interest and spurred their aspirations for self-improvement within the studied discipline:

- increased confidence during communication with native speakers' understanding of their language, thanks to an expanded lexical and grammatical base;
- the realisation of their own identity about others and its value;
- increased ability to understand the communicative intentions of native speakers during various didactic-communicative games.

Additionally, students noted that since English speakers live in entirely different cultural spaces, communication needs to be adjusted during personal and professional interactions. The chosen communicative model facilitates a more complex understanding of the linguistic-cultural interaction with native speakers.

IV. Discussion

It is recommended that students adopt a more cooperative approach to learning rather than an individualistic one. It would involve a greater willingness to listen to peers during group or pair work rather than relying solely on the teacher as a role model. The educator should take on the role of a facilitator and controller. Rather than assuming the role of a model for correct speech and writing, the teacher should adopt a different perspective on students' mistakes and their role in facilitating language learning [26].

Let us consider the practical implementation of teaching the lexical component of the English language within the framework of implementing the communicative teaching model. Discussion Topic: "How I See My Future in the Chosen Profession."

The initial stage of the teaching process, commonly called "Preparing for Teaching," encompasses several vital elements. These include greeting students, conducting an attendance

check, assessing students' readiness, providing students with motivation related to the chosen topic, using examples from everyday life, establishing a connection between students' prior knowledge and previously learned material, and explaining the purpose of the lesson or the essential competencies that will be the main focus of development.

Stage 2 involves the direct teaching of the topic with the use of interactive exercises:

- observation (students get acquainted with the image of various situations of performing professional duties, listen to the explanation given by the teacher, and fill in the identity format based on the information obtained from the described image);
- questioning (students formulate questions to find out or clarify information that interests them);
- conducting research / experimentation: the group is divided into four groups. Students should observe, clarify, experiment, make associations, communicate within the group, and create during the educational process. Upon completion, students should review their work, formulate conclusions and outline tasks for further research.

Students receive tasks from the teacher containing vocabulary about the chosen topic in English and Ukrainian, varying in content for different groups (matching games). Students find the English-to-Ukrainian equivalents contained in the text in groups. Using the media tools demonstrated by the teacher, students identify the results, and group discussions take place:

- communication: Two representatives from each group attempt to uncover the topic using media tools. The teacher provides feedback on the concept of the materials being studied;
- creativity: The teacher gives students controlled, semi-controlled, or free tasks for text creation. The third stage involves conclusions:
- students and the teacher engage in reflection on the results of the session;
- they provide feedback on the process and learning outcomes;
- they formulate conclusions;
- the teacher provides information about the next session [27].

Taking the above into account, it is worth focusing attention on the following aspects of the practical implementation of communicative models in the process of teaching English in higher education institutions:

- 1) Developing communication skills: Provide students with opportunities to practice language skills in real-life situations, such as through role-playing games, debates, and discussions with native English speakers. It will help students become more confident in their ability to communicate effectively with representatives of other cultures.
- 2) Developing intercultural communication skills: Provide students with opportunities to develop intercultural communication skills, such as recognising and

overcoming cultural barriers and developing effective communication strategies. It can be done through activities such as intercultural dialogues and peer-to-peer interaction.

- 3) Practicing and applying skills in real-life situations: Provide students with opportunities to practice communication skills in real-life situations, such as through community projects, cultural exchanges, and other activities.
- 4) Providing ongoing support and feedback to help students continue developing intercultural communicative competence. It includes providing constructive feedback on their communication skills and acknowledging their achievements.

By adhering to the presented aspects of model implementation, educators can assist students in developing the intercultural communicative competence necessary for success in a globalised world [28]. It also addresses issues such as a need for more contact with other cultures, cultural barriers, resource limitations, and insufficient language proficiency.

V. Conclusion

Communicative models in teaching English in higher education institutions are significant in the current situation. The research findings indicate that the substantive content of communicative models may vary depending on the study profile and future specialisation.

The presented step-by-step practical implementation of the communicative model allows for the formation of a basic understanding of the methodological potential of such a format in implementing the educational process. Students gain the opportunity to develop intercultural communicative competence, which is fundamental in enhancing competitiveness in the Ukrainian and global job markets.

As the chosen issue is multifaceted, it is essential to outline a narrower context for further study. Research through the lens of implementing communicative models in teaching English in higher education institutions is a new and relevant direction that requires in-depth study and formulation of methodological tools to improve the educational process in modern realities.

It is important to note that further research and developments in this direction may result in variations in the substantive content of communicative models, which is important for preparing future professionals.

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