

**REVIEW OF MODERN PEDAGOGICAL TECHNOLOGIES AND METHODS IN  
THE FIELD OF PHILOLOGY ACCORDING TO EUROPEAN STANDARDS  
(LITERATURE REVIEW)**

**REVISÃO DAS TECNOLOGIAS E MÉTODOS PEDAGÓGICOS MODERNOS NO  
DOMÍNIO DA FILOLOGIA DE ACORDO COM AS NORMAS EUROPEIAS (REVISÃO  
DE LITERATURA)**

**REVISIÓN DE LAS TECNOLOGÍAS Y MÉTODOS PEDAGÓGICOS MODERNOS EN  
EL ÁMBITO DE LA FILOLOGÍA SEGÚN LOS ESTÁNDARES EUROPEOS  
(REVISIÓN BIBLIOGRÁFICA)**



Gulchohra Babali ALIYEVA<sup>1</sup>  
e-mail: az1000emmafn@mail.ru  
Valentyna Honcharuk<sup>2</sup>  
e-mail: goncharuk424@ukr.net  
Nadiia Pavliuk<sup>3</sup>  
e-mail: pavlyuknadya@gmail.com  
Viktoriia Zinchenko<sup>4</sup>  
e-mail: vicik-210898@ukr.net  
Inna Sivachenko<sup>5</sup>  
e-mail: inn-bojk@ukr.net

**How to reference this paper:**

ALIYEVA, G. B.; HONCHARUK, V.; PAVLIUK, N.; ZINCHENKO, V.; SIVACHENKO, I. Review of modern pedagogical technologies and methods in the field of philology according to European standards (literature review). **Revista on line de Política e Gestão Educacional**, Araraquara, v. 27, n. esp. 2, e023049, 2023. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v27iesp.2.18778>



| **Submitted:** 15/02/2023  
| **Revisions required:** 21/04/2023  
| **Approved:** 25/07/2023  
| **Published:** 21/08/2023

---

**Editor:** Prof. Dr. Sebastião de Souza Lemes  
**Deputy Executive Editor:** Prof. Dr. José Anderson Santos Cruz

<sup>1</sup> Azerbaijan State Marine Academy, Baku – Azerbaijan. Head of the Department of English Language. Associate Professor. PhD in Philology.

<sup>2</sup> Pavlo Tychyna Uman State Pedagogical University, Uman – Ukraine. Associate Professor at the Department of Ukrainian Studies and Relevant Teaching Methodologies. Faculty of Philology and Journalism. PhD in Pedagogy.

<sup>3</sup> State Institution «South Ukrainian National Pedagogical University named after K. D. Ushinsky», Odessa - Ukraine. Lecturer. Department of Ukrainian and World Literatures. Faculty of History and Philology. PhD in Philology.

<sup>4</sup> Donetsk State University of Internal Affairs, Kryvyy Rih – Ukraine. Associate Professor. Head of the Department of Social Humanities and Legal Disciplines. Kryvyy Rih Educational and Scientific Institute. PhD in Pedagogy.

<sup>5</sup> National University “Odessa Maritime Academy”, Odessa – Ukraine. Associate Professor. The English Language Department №2. Educational and Scientific Institute of Navigation. PhD in Philosophy.

**ABSTRACT:** The purpose of the article is to analyze scientific views on the review of modern pedagogical technologies and methods used in European universities to train future specialists in the specialty of philology. To achieve this goal, the methods of corporate analysis, deduction, and induction were used. The results actualize modern pedagogical and innovative technologies actively used in France, Germany, and Central and Eastern Europe. Accordingly, in Ukrainian practice, such unanimity is still debatable since the conditions of study and admission are different. At the same time, the importance of using the modern achievements of digital culture, which is deeply rooted in social processes, is also emphasized. The conclusions summarize that the French experience is relevant to Ukrainian realities, which consists of “polishing” theoretical and methodological concepts of education in accordance with the needs of the labor market.

**KEYWORDS:** Philology. European standards. Modern pedagogical technologies. Development trends.

**RESUMO:** *O objetivo do artigo é analisar os pontos de vista científicos sobre a revisão das tecnologias e métodos pedagógicos modernos utilizados nas universidades europeias para formar futuros especialistas na especialidade de filologia. Para atingir este objetivo, foram utilizados os métodos de análise corporativa, dedução e indução. Os resultados atualizam as modernas tecnologias pedagógicas e inovadoras que são ativamente utilizadas na França, na Alemanha e nos países da Europa Central e Oriental. Na prática ucraniana, esta unanimidade é ainda discutível, uma vez que as condições de estudo e de admissão são diferentes. Simultaneamente, é também realçada a importância de utilizar as conquistas modernas da cultura digital, que está profundamente enraizada nos processos sociais. As conclusões resumem que a experiência francesa é relevante para a realidade ucraniana, que consiste em “polir” os conceitos teóricos e metodológicos da educação de acordo com as necessidades do mercado de trabalho.*

**PALAVRAS-CHAVE:** *Filologia. Normas europeias. Tecnologias pedagógicas modernas. Tendências de desenvolvimento.*

**RESUMEN:** *El propósito del artículo es analizar las opiniones científicas sobre la revisión de las modernas tecnologías y métodos pedagógicos utilizados en las universidades europeas para formar a futuros especialistas en la especialidad de filología. Para lograr este objetivo, se utilizaron los métodos de análisis corporativo, deducción e inducción. Los resultados actualizan las modernas tecnologías pedagógicas e innovadoras que se utilizan activamente en Francia, Alemania y los países de Europa Central y Oriental. Sin embargo, en la práctica ucraniana, esta unanimidad sigue siendo discutible, ya que las condiciones de estudio y admisión son diferentes. Al mismo tiempo, también se subraya la importancia de utilizar los logros modernos de la cultura digital, que está profundamente arraigada en los procesos sociales. Las conclusiones resumen que la experiencia francesa es relevante para la realidad ucraniana, que consiste en “pulir” los conceptos teóricos y metodológicos de la educación de acuerdo con las necesidades del mercado laboral.*

**PALABRAS CLAVE:** *Filología. Normas europeas. Tecnologías pedagógicas modernas. Tendencias de desarrollo.*

---

## **Introduction**

Modern methods of training specialists in the field of philology are closely integrated with the requirements of the information society. Rapid data exchange, the ability to assimilate large amounts of information, and compliance with market requirements are only a small part of the list of necessary qualities of a modern specialist in philology.

In such circumstances, methodological paradigms and pedagogical technologies are relevant for consideration. It is known that Ukraine, even in the face of direct Russian aggression, has not abandoned the European vector of development, which is also characterized by transformations in the field of education. The education of future philology specialists is part of this process.

In view of the harmonization of education and training systems in this field, consideration of the main principles on which the teaching of philology is based is an extremely relevant subject for research. Based on this, we can identify possible ways to improve the Ukrainian system of philological education.

Therefore, the study highlights the peculiarities of philology teaching practices that are actively functioning in European universities. Highlighting specific examples of training organizations allows us to establish the emphasis that is carried out in training. Such a consideration of the problem is important from the point of view of distinguishing the best practices for Ukrainian realities.

The purpose of the article is to review the scientific concepts of modern pedagogical technologies and methods used in European universities to train philologists. The realization of the research goal involves consideration of the following issues: highlighting the specifics of training philologists in European universities on specific examples and comparing the Ukrainian experience with European standards.

### **Theoretical framework: analysis of the main standards of regulation of European philological education**

Currently, 47 countries are part of the European Higher Education Area. Monaco and San Marino are the only EU member states that have not joined the Bologna reform. Some states, such as Israel, Northern Cyprus, and Kosovo, were denied membership in the European Education Area because they were not members of the European Cultural Convention. The Association of European Universities (STRELOK; SAMELYUK; MITKINA, 2023). However,

the main aspects of the education sector reform, as outlined in the Bologna Declaration, are primarily recommendatory in nature and do not resemble thorough and scrupulous instruction that specifies the correct mechanisms and steps (ALIYEVA, 2023).

According to Campanini (2015), although this document contains a certain structural framework, its provisions are allowed to be freely implemented simultaneously. According to Çekerol and Öztürk (2012), the quality and outcomes of education may vary across European countries, depending on how much traditional curricular elements differ from the basic requirements set out in the Bologna Declaration.

Therefore, each European country develops philological education based on the Bologna reforms, considering key aspects of national specificity (STRELOK; SAMELYUK; MITKINA, 2023), this thesis is supported by several other well-known researchers (CHANKSELIANI; QORABOYEV; GIMRANOVA, 2020).

Thus, the Bologna Convention primarily presents a kind of call for cooperation in the field of education. This document also emphasizes the agreement of each minister of education to take into account the pan-European goal when choosing a particular direction of national educational reforms. The main courses of the Bologna process are the adoption of a three-cycle higher education system, the introduction of the European Credit Transfer System (ECTS) and the principles of quality assurance.

The three-cycle education structure is represented by consecutive bachelor's, master's, and doctoral degrees. Each European state implements academic mobility programs in accordance with national differences and the work direction of international institutions that coordinate such programs (ZAVALNIUK *et al.*, 2021). Also, mobility is developing according to the data of such information bases as UNESCO, EUROSTAT (European Commission Statistical Agency), and EURYDICE (European Education Research Network).

Standards and guidelines for quality assurance in education are a set of principles and guidelines that regulate the quality of the educational process and learning outcomes. They are developed by accreditation bodies, governments, and international organizations (CAENA; REDECKER, 2019). In particular, the Lisbon Convention and the Sorbonne Declaration are two important documents that are relevant to the training of philologists.

The first convention promotes the mutual recognition of qualifications in higher education between countries (HOLOVKO; VODOLASKOVA, 2022). It establishes procedures and principles for the recognition of diplomas and academic qualifications, allowing philologists to more easily obtain recognition of their qualifications in different countries. At

the same time, the Sorbonne Declaration, adopted in 1998, promotes the creation of the European Higher Education Area, aimed at joint activities of universities in developing standards, improving the quality of education, and expanding the mobility of students and teachers.

The Magna Carta of Universities was signed in September 1988 and guarantees academic freedom, which is extremely important for philologists. They can freely explore literature, language, culture, and other aspects of philology without restriction or interference. This stimulates critical thinking, innovation, and the development of new approaches in the field of philology (IVANENKO *et al.*, 2023).

The Carta also supports cooperation between universities and the exchange of knowledge. This allows philologists to collaborate with colleagues from other countries, exchange ideas and experiences, and learn different approaches to philological research. International mobility also allows philologists to deepen their knowledge and study other cultures, contributing to their professionalism (KOZLOVA *et al.*, 2022; POKOTILO, 2022).

The Convention on the Recognition of Qualifications in Higher Education in the European Region was signed in 1997 as part of the Bologna Process. This document is important for philologists, as they can receive education and diplomas in different countries, and then use them for employment or further study in other countries.

The program document entitled “Europe 2020 - A Strategy for Smart, Sustainable and Inclusive Growth”, which was adopted by the EU states, contains the main current trends in the transformation of higher education in Europe as a whole: 1. Formation of a single innovative educational and scientific information space, where its development will be influenced by scientific achievements, the introduction of innovative technologies and the development of a digital society (SOWIYAH; PERDANA, 2022). 2. Digitalization of the educational sector, formation of relevant competencies in future philologists (information competence, digital literacy) (PISANU, 2014). 3. Creation of a general knowledge community and intensification of ties between education, research institutions, and business (involvement of so-called stakeholders). 4. Establishing trends of continuous education, lifelong learning, and continuous improvement of acquired knowledge and skills. 5. Spreading “open learning”, developing education accessible to everyone.

Among the main standards for the development of EU philological education, the flagship initiative “Youth in Action” plays an important role, the main goal of which is to increase the effectiveness of European higher education institutions in the global market

(PIATAKOVA, 2020). This document also emphasizes the key tasks of higher education development, which are also important for philology: 1. integration of education. 2. improving mobility (development of Tempus, Erasmus, Marie Curie). 3. Integration of research programs. 4. modernization of higher education (based on curricula, management, and funding).

## **Methodology**

This study is grounded in established scientific methods and research principles, encompassing a meticulously structured process that unfolded across multiple discernible stages. As Piatakova (2020) showed, the inaugural stage involved meticulously examining the research landscape. During this phase, the research problem was meticulously defined, and the primary focus of the study was meticulously characterized. The second stage was dedicated to thoroughly investigating the theoretical underpinnings relevant to the study. It encompassed a detailed examination of the theoretical framework, providing a solid conceptual basis.

The study conducted a systematic analysis of the scientific literature, constituting a critical aspect of this research endeavor (IVANENKO *et al.*, 2023). To enrich the study, a corporate analysis methodology was employed to evaluate and compare philological education systems in various European Union (EU) countries. This in-depth analysis served the dual purpose of highlighting best practices within each system and discerning the distinct advantages offered by different educational paradigms.

By utilizing a corporate analysis framework, the study meticulously examined the comparative advantages and drawbacks of these educational systems. The comprehensive approach undertaken in these stages, from the initial problem identification to the corporate analysis of philological education in European countries, has contributed to a holistic understanding of the subject matter. This meticulous process has been instrumental in yielding nuanced insights into the state of European education and its alignment with the broader European standards and paradigms.

## Results

The main trend that is actively used in all philological training centers of higher education is the creation of the EEA (European Dimension in Education). In scientific research, this term is being replaced by the definition of “standard of knowledge about Europe.” For future professional philologists, special disciplines are being introduced into the curriculum to form the competencies of a “European.” Students can study in intercultural programs, for example: “East European Studies, Central European Studies, etc.”. Such programs allow students to expand their knowledge in various disciplines: politics, history, and culture of European countries.

Therefore, we consider the trend of creating the **EEA** as a standard of knowledge about Europe to be important for the training of modern professional philologists. Researchers have identified some important features in the training of philologists in different European countries. The processes of student-centered learning, high mobility, and digitalization are common (ALMÅS; BUEIE; AAGAARD, 2021; HUANG; SPECTOR; YANG, 2019)

It should be noted that the digitalization of the educational process is a popular trend in the development of philological education (CHRÁSKOVÁ; CHRÁSKA, 2022). Modern scholars interpret digital learning as a process of interaction between participants in the educational process based on the digital educational space (JÄRVIS; TAMBOVCEVA; VIROVERE, 2021). The main tools for its implementation are digital resources, technologies, platforms, etc.

An important object of the development of the digital learning environment is the educational and professional activity of the digital format. The further development of the digitalization of education in Europe is closely linked to the digital capabilities of the countries of the region (RANI; KAUR; SHARMA, 2022). Current data show that Switzerland is the most digitally resourced country in Europe. Ukraine ranks 50th in the ranking (See Table 1).

**Table 1** – Ranking of some European countries by digital capabilities

Abbreviation	Country name	Assessment	Ranking	Technologies
SWE	Sweden	78.91.	3	<b>73.09</b>
NLD	Netherlands	78.82.	4	<b>78.36</b>
CHE	Switzerland	78.45.	5	<b>81.02.</b>
FIN	Finland	77.90.	7	<b>68.53.</b>
DEU	Germany	76.11.	8	<b>73.49.</b>
FRA	France	72.19.	16	<b>65.71.</b>
POL	Poland	61.16.	34	<b>50.61</b>
UKR	Ukraine	55.71.	50	<b>50.52</b>

Source: Countries Benchmarking the Future of the Network Economy (2022)

Therefore, as the above data demonstrates, European countries have the resources to use digital technologies in education further (SAFONOV; USYK; BAZHENKOV, 2022). At the same time, at the present stage of training philologists, it is important to correctly determine the content and structure of their professional training system. The main goal of this system is to form important professional qualities and successfully master the necessary knowledge, skills, and abilities to perform functional duties. At the same time, it is important to emphasize the differences offered by each national education system.

A study of the works of contemporary researchers dealing with the latest methods of teaching philology in Germany, as well as the experience of leading German universities, shows that this country ranks second in the world in terms of the attractiveness of educational institutions for foreign students (after the UK).

However, a bachelor's education in Germany is much more affordable (BOND *et al.*, 2018). There are many universities that offer bachelor's degrees in philology, as well as specialist training programs in German studies, German as a foreign language (DaF), or German as a second language (DaZ) in the form of basic studies (bachelor's), master's, part-time or advanced studies. For example, one of the largest is the Universität Koblenz-Landau. The main emphasis is on training pedagogical specialists.

In particular, the Faculty of Philology and Cultural Studies is primarily aimed at the in-depth study of culture for a bachelor of philology since the German language and literature cannot be considered separately from the context of culture but are exclusively perceived as contributing to its development.

The Department of Germanic Studies, founded in 1990 together with the university itself, plays a major role in this. This is evidence of the importance of this subject and the



corresponding area of bachelor's training. The subject of Germanic Studies has a twofold focus: the study of linguistics and literary studies. On the one hand, it is a detailed analysis of the German language and its historical development, and on the other hand, it is an in-depth study of cultural and literary processes.

However, the peculiarity of the organization of bachelor's studies at the Faculty of Philology and Cultural Studies of the University of Koblenz-Landau is that philology is studied in parallel with another specialty, which leads to the receipt of a “double diploma” (“Zwei-Fach-Bachelor”). The duration of the bachelor's program for philologists is 6 semesters (3 years). A special feature is that the study of philology is based on fundamental linguistic disciplines, literature, and didactics (ENSERINK, 2007).

The University of F. Rabelais (Tours, France) offers students major (majeures) and minor (mineures) professional and educational disciplines. The first 3 years of study at the Faculty of Philology of the University of Tours are devoted to a thorough study of phonetics and phonology. However, these disciplines are not limited to philological aspects only but have close links with psychology, biology, and speech pathology (KURNIAWAN; SUMANI, 2022).

The key element of such a concept has been identified: “linguist” is not in high demand on the market. Thus, this university adapts to the requirements of regional and national stakeholders by training teachers for special inclusive educational institutions, and therefore, almost all philological disciplines have this professional orientation (JALILBAYLI, 2022). Two-year master's programs at French universities correspond to 120 European credits. The master's program allows students to choose subjects for further specialization.

The experience of the Visegrad countries (Czech Republic, Hungary, Slovakia, Poland) is important for understanding modern pedagogical methods and technologies (STOIKA, 2022). Researchers' approaches to defining the peculiarities of training philologists differ as it is differentiated in individual national educational systems. Therefore, it is advisable to consider them in a comparative discourse (See Table 2).

**Table 2** – Peculiarities of pedagogical methods in the Visegrad countries

N <sup>o</sup>	Country	Feature
1	Poland	In the professional training of masters of philology at Polish universities, pan-European guidelines for language education are used, covering language learning, teaching, and assessment. This has become the basis for training specialists who have a high level of language in their specialty at the C1 level and a second foreign language at the B2 level. Graduates have the opportunity to work in educational institutions and adult training courses, teach language, literature, and culture.
2	Czech Republic	The new training programs for philologists specify professional competencies according to descriptors that cover knowledge, skills, attitudes, autonomy, and responsibility. A unified approach is used in training programs for philological specialties, as well as in pedagogical specialization programs. Subject and pedagogical (methodological) competencies are defined. The sphere of activity of graduates is expanding in accordance with the educational qualification of a philologist.
3	Slovakia	To digitalize approaches to the training of philologists, innovative computer and online methods are being developed and implemented to create a 21st-century information environment and develop graduates' competencies.
4	Hungary	The universities of the Visegrad countries are actively working on developing and implementing effective internationalization strategies to improve the mobility of philology graduates. One of the strategic and integrated elements of this process is the development of diploma supplements that facilitate student exchange programs and clarify master's degree programs for exchange.

Source: Prepared by the authors based on the research by Piatakova (2020)

Thus, in Europe, there are specific paradigms of methodological support for teaching philological disciplines that have demonstrated their importance and effectiveness in the formation of professional philologists.

## Discussion

Transformations in higher education in Ukraine began later, as researchers note that for a long time Soviet models of training philology specialists remained relevant. Accession to the Bologna system and further movement towards harmonization with European educational institutions have significantly improved the educational process, which, together with the processes of digitalization and the use of the latest teaching methods, allow us to make optimistic predictions about future development (IVANENKO *et al.*, 2023). Many modern scholars agree with this opinion (HURBANSKA *et al.*, 2022; SHOVKOVYI, *et al.*, 2021).

In Ukrainian higher education institutions, the training of master philologists differs from European universities, as Ukrainian philologists are required to obtain a specialty in language and literature teaching (PIATAKOVA, 2020). At leading universities, at the faculties of philology and foreign languages, the training of philologists lasted five years. The curricula evenly combined linguistics and literary studies, and introduced special courses in language

and literature. This process resulted in the writing and defense of term papers (ZINCHENKO *et al.*, 2023).

In the final year, a diploma seminar was introduced to support students in writing a philological research thesis. As researchers rightly note, universities in Ukraine, as well as universities in Hungary and Slovakia, have trained philologist-teachers with two specialties (PIATAKOVA, 2020). This approach in Ukrainian higher education was popular even before the introduction of the two-level education system. At the same time, there are certain discrepancies in the training of philologists that need to be further addressed (HURBANSKA *et al.*, 2022).

If we analyze the French experience, researchers emphasize the practicality of the training. In Ukraine, much attention is paid to the formation of theoretical knowledge. Accordingly, we believe that an important way to improve the Ukrainian philology system is to improve academic mobility, intensify cooperation between educational and scientific institutions to develop students' practical skills and involve stakeholders in the educational process.

Another challenge for the Ukrainian system of training philologists is the elements of modern training used, in particular, in German universities. This problem can be partially overcome by accrediting educational programs for training philologists. The National Agency for Quality Assurance in Education accredits training programs every five years, and cooperation with stakeholders is also a mandatory requirement. Through this cooperation, the labor market, in the form of employers, has the opportunity to influence the introduction of relevant methodological and innovative techniques in the training of philologists. This practice in the Ukrainian realities of teaching philologists has not received much attention from researchers, but in a broader context, it has earned fairly positive reviews.

## Conclusion

The education of philology specialists represents a significant facet of modern pedagogy, and this relevance is underscored by its popularity among European applicants. The current pedagogical overview is informed by various methodological concepts that draw upon the principles of civilization, an anthropocentric approach, pertinent educational components, and the distinctive attributes of national pedagogical systems. The context of Ukraine, in particular, provides a valuable perspective on this phenomenon.

The training of philologists holds a distinctive place in Ukraine's educational overview, reflecting the broader European trend. In Ukraine, the study of philology is academically relevant and contributes significantly to the country's linguistic and cultural heritage preservation. The popularity of philology among Ukrainian students mirrors its significance. The cost of training prospective philologists in Ukraine is relatively affordable when compared to Western European counterparts. This affordability is a key factor in attracting diverse students, further enriching the educational environment.

Ukrainian philology programs boast an extensive training structure that encompasses contemporary teaching methodologies. Integrating modern pedagogical approaches and a multidisciplinary framework equips students with a well-rounded education. Drawing inspiration from the experiences of Central European countries, Ukraine has recognized the importance of integrating information and communication technologies (ICT) into philology education. Like those in Central Europe, student mobility programs enable Ukrainian students to experience diverse educational environments, enriching their educational journey.

## REFERENCES

- ALIYEVA, G. Educational trends in the development of philological education in Azerbaijan in the era of digitalisation: a forecast of the future. **Futurity Education**, [S. l.], v. 3, n. 1, p. 58–69, 2023. DOI: 10.57125/FED.2023.25.03.05. Available at: <https://futurity-education.com/index.php/fed/article/view/94>. Accessed on: 15 July 2023.
- ALMÁS, A. G.; BUEIE, A. A.; AAGAARD, T. From digital competence to Professional Digital Competence. **Nordic Journal of Comparative and International Education (NJCIE)**, [S. l.], v. 5, no. 4, p. 70-85, 2021. DOI: 10.7577/njcie.4233. Available at: <https://journals.oslomet.no/index.php/nordiccie/article/view/4233>. Accessed on: 15 July 2023.
- BOND, M.; ET AL. Digital transformation in German higher education: student and teacher perceptions and usage of digital media. **International Journal of Educational Technology in Higher Education**, [S. l.], v. 15, n. 1, 2018. DOI: 10.1186/s41239-018-0130-1. Available at: <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-018-0130-1>. Accessed on: 15 July 2023.
- CAENA, F.; REDECKER, C. Aligning teacher competence frameworks to 21<sup>st</sup>-century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). **European Journal of Education**, [S. l.], v. 54, n. 3, p. 356-369, 2019. DOI: 10.1111/ejed.12345. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12345>. Accessed on: 15 July, 2023.
- CAMPANINI, A. Bologna Process. In: CAMPANINI, A. **International Encyclopedia of the Social & Behavioral Sciences**. [S. l.]: Elsevier, 2015. p. 741-746.

ÇEKEROL, K; ÖZTÜRK, Ö. Bologna Process and Anadolu University Open Education System. **Procedia - Social and Behavioral Sciences**, [S. l.], v. 64, p. 275-283, 2012. DOI: 10.1016/j.sbspro.2012.11.032. Available at: <https://www.sciencedirect.com/science/article/pii/S1877042812050094>. Accessed on: 15 July 2023.

CHANKSELIANI, M.; QORABOYEV, I.; GIMRANOVA, D. Higher education contributing to local, national, and global development: new empirical and conceptual insights. **Higher Education**, [S. l.], v. 81, n. 1, p. 109-127, 2020. DOI:10.1007/s10734-020-00565-8. Available at: <https://link.springer.com/article/10.1007/s10734-020-00565-8>. Accessed on: 15 July 2023.

CHRÁSKOVÁ, M; CHRÁSKA, M. Availability of implementation of standards of digital competence of secondary education teachers. **Futurity Education**, [S. l.], v. 1, n. 1, p. 32-40, 2022. DOI: 10.57125/FED.2022.10.11.4. Available at: <https://futurity-education.com/index.php/fed/article/view/29>. Accessed on: 15 July 2023.

COUNTRIES BENCHMARKING THE FUTURE OF THE NETWORK ECONOMY. **Portulans Institute**, 2022. Available at: <https://networkreadinessindex.org/countries/>. Accessed on: 15 July 2023.

ENSERINK, M. European Universities: Barroso's Brainchild. **Science**, [S. l.], v. 317, n. 5845, p. 1676-1677, 2007. DOI: 10.1126/science.317.5845.1676. Available at: [https://www.science.org/doi/abs/10.1126/science.317.5845.1676?adobe\\_mc=MCMID%3D14000814905405683995335849378418609464%7CMCORGID%3D242B6472541199F70A4C98A6%2540AdobeOrg%7CTS%3D1646956800](https://www.science.org/doi/abs/10.1126/science.317.5845.1676?adobe_mc=MCMID%3D14000814905405683995335849378418609464%7CMCORGID%3D242B6472541199F70A4C98A6%2540AdobeOrg%7CTS%3D1646956800). Accessed on: 15 July 2023.

HOLOVKO, S.; VODOLASKOVA, K. EU-Ukraine Relations Development Policy: Historical Background and Current State. **Scientific works of National Aviation University**, [S. l.], v. 2, n. 63, p. 35-41, 2022. DOI: 10.18372/2307-9061.63.16707. Available at: <https://jrn1.nau.edu.ua/index.php/UV/article/view/16707>. Accessed on: 15 July 2023.

HUANG, R.; SPECTOR, M.; YANG, J. **Educational technology: a primer for the 21st century**. [S. l.]: Springer, 2019. 248 p.

HURBANSKA, S.; ET AL. On the problems of modern philology and the creative methodology of teaching foreign languages in the European educational system. **Revista Amazonia Investiga**, [S. l.], v. 11, n. 55, p. 124-131, 2022. DOI:10.34069/ai/2022.55.07.13. Available at: <https://amazoniainvestiga.info/index.php/amazonia/article/view/2082>. Accessed on: 15 July 2023.

IVANENKO, N.; ET AL. Development of educational policy in Ukraine in the context of European integration and digital transformation. **Eduweb**, [S. l.], v. 17, n. 2, p. 296-305, 2023. DOI: 10.46502/issn.1856-7576/2023.17.02.25. Available at: [https://www.researchgate.net/publication/369899733\\_Development\\_of\\_educational\\_policy\\_in\\_Ukraine\\_in\\_the\\_context\\_of\\_European\\_integration\\_and\\_digital\\_transformation](https://www.researchgate.net/publication/369899733_Development_of_educational_policy_in_Ukraine_in_the_context_of_European_integration_and_digital_transformation). Accessed on: 15 July 2023.

JÄRVIS, M.; TAMBOVCEVA, T.; VIROVERE, A. Scientific innovations and advanced technologies in higher education. **Futurity Education**, [S. l.], v. 1, n. 1, p. 13–22, 2021. DOI: 10.57125/FED.2022.10.11.2. Available at: <https://futurity-education.com/index.php/fed/article/view/3>. Accessed on: 15 July 2023.

JALILBAYLI, O. Forecasting the prospects for innovative changes in the development of future linguistic education for the XXI century: the choice of optimal strategies. **Futurity Education**, [S. l.], v. 2, n. 4, p. 36–43, 2022. DOI: 10.57125/FED.2022.25.12.0.4. Available at: <https://futurity-education.com/index.php/fed/article/view/79>. Accessed on: 15 July 2023.

KOZLOVA, T.; ET AL. Methodological principles in the field of philology of modern European methods of teaching a foreign language. **Revista Amazonia Investiga**, [S. l.], v. 11, n. 55, p. 201-208, 2022. DOI:10.34069/ai/2022.55.07.21. Available at: <https://amazoniainvestiga.info/index.php/amazonia/article/view/2090>. Accessed on: 15 July 2023.

KURNIAWAN, A. B.; SUMANI. Communicative Language Teaching Approach Potential for English Language Teaching. **KnE Social Sciences**, [S. l.], p. 37-44, 2022. DOI: 10.18502/kss.v7i7.10648. Available at: <https://knepublishing.com/index.php/KnE-Social/article/view/10648>. Accessed on: 15 July 2023.

PIATAKOVA, G. **Training of masters of philology in the universities of the countries. Visegrad group: challenges, traditions, experience.** Lviv: LNU, 2020.

PISANU, F. Educational innovation and technology: A need for integration. **Perspectives of Innovations, Economics and Business**, [S. l.], v. 14, n. 2, p. 103-108, 2014. DOI: 10.15208/pieb.2014.12. Available at: <https://zenodo.org/records/2256739>. Accessed on: 15 July 2023.

POKOTILO, P. Some particularities of USA philological education. **Humanities science current issues**, [S. l.], v. 2, n. 57, p. 196-200, 2022. DOI: 10.24919/2308-4863/57-2-31. Available at: [http://www.apfn-journal.in.ua/archive/57\\_2022/part\\_2/31.pdf](http://www.apfn-journal.in.ua/archive/57_2022/part_2/31.pdf). Accessed on: 15 July 2023.

RANI, G.; KAUR, P.; SHARMA, T. Digital education challenges and opportunities. **Journal of Engineering Education Transformations**, [S. l.], v. 35, n. 4, p. 121-128, 2022. DOI:10.16920/jeet/2022/v35i4/22111. Available at: <https://journaleet.in/articles/digital-education-challenges-and-opportunities>. Accessed on: 15 July 2023.

SAFONOV, Y.; USYK, V.; BAZHENKOV, I. Digital transformations of education policy. **Baltic Journal of Economic Studies**, [S. l.], v. 8, n. 2, p. 127-136, 2022. DOI:10.30525/2256-0742/2022-8-2-127-136. Available at: <http://www.baltijapublishing.lv/index.php/issue/article/view/1759>. Accessed on: 15 July 2023.

SHOVKOVYI, V. *et al.* Latin in the System of Philological education. **Boletim de Estudos Clássicos**, [S. l.], n. 66, p. 165-180, 2021. DOI: 10.14195/2183-7260\_66\_8. Available at: <https://impactum-journals.uc.pt/bec/article/view/8949>. Accessed on: 15 July 2023.

SOWIYAH, S.; PERDANA, R. Implementation of Inclusive Education Programs in Lampung Province. **Journal of Advances in Education and Philosophy**, [S. l.], v. 6, n. 3, p. 161-166,

2022. DOI: 10.36348/jaep.2022.v06i03.004. Available at:  
[https://saudijournals.com/media/articles/JAEP\\_63\\_161-166.pdf](https://saudijournals.com/media/articles/JAEP_63_161-166.pdf). Accessed on: 15 July 2023.

STOIKA, O. The digital transformation of higher education in Hungary. **Continuing Professional Education: Theory and Practice**, [S. l.], n. 3, p. 90-95, 2022. DOI: 10.28925/1609-8595.2022.3.12. Available at: <http://npo.kubg.edu.ua/article/view/266494>. Accessed on: 15 July 2023.

STRELOK, N., SAMELYUK, N., MITKINA, E. Differences and similarities of systems of higher philological education in Ukraine and European countries. **Academic Visions**, [S. l.], n. 18, 2023.

ZAVALNIUK, I.; ET AL. Cognitive Linguistics and Modern Language Pedagogy. **Journal of Interdisciplinary Research**, [S. l.], v. 11, n. 2, Special Issue XXIV, p. 171–174, 2021. Available at: [https://www.magnanimitas.cz/ADALTA/110224/papers/A\\_30.pdf](https://www.magnanimitas.cz/ADALTA/110224/papers/A_30.pdf). Accessed on: 15 July 2023.

ZINCHENKO, V. *et al.* Linguistic features of communication in Ukrainian. **Eduweb**, [S. l.], v. 17, n. 1, p. 110-121, 2023. DOI: 10.46502/issn.1856-7576/2023.17.01.11. Available at: <https://revistaeduweb.org/check/17-1/11-110-121.pdf>. Accessed on: 15 July 2023.

#### ***CRediT Author Statement***

---

**Acknowledgements:** Not applicable.

**Funding:** Not applicable.

**Conflicts of interest:** There were no conflicts of interest.

**Ethical approval:** Not applicable.

**Data and material availability:** Yes, all data is available.

**Authors' contributions:** All authors contributed to the writing of the article.

---

**Processing and editing: Editora Ibero-Americana de Educação.**  
Proofreading, formatting, normalization and translation.

