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INNOVATIVE APPROACHES TO FOREIGN LANGUAGE LEARNING IN UKRAINIAN AND SWEDISH UNIVERSITIES: CHALLENGES IN POST-PANDEMIC AND WARTIME CONTEXTS

ABORDAGENS INOVADORAS À APRENDIZAGEM DE LÍNGUAS ESTRANGEIRAS EM UNIVERSIDADES UCRANIANAS E SUECAS: DESAFIOS EM CONTEXTOS PÓS-PANDÉMICOS E DE GUERRA

ENFOQUES INNOVADORES PARA EL APRENDIZAJE DE LENGUAS EXTRANJERAS EN UNIVERSIDADES UCRANIANAS Y SUECAS: RETOS EN CONTEXTOS POSPANDÉMICOS Y DE GUERRA

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ABSTRACT: The article explores the motivational readiness of future teachers within the professional training systems of Ukraine and Europe, with a focus on Sweden. The study identifies similarities in how both educational traditions interpret this concept and highlights the growing emphasis on student-teacher interaction. Practices such as small group work and brainstorming were found to effectively boost creativity and independent thinking. During the experiment, students faced challenges in departing from traditional thinking and generating innovative ideas. The session structure included a circle arrangement for "non-experts" with "experts" observing from the outside, allowing open idea-sharing moderated by the teacher in a relaxed environment. The study also notes key methodological differences: European institutions emphasize case studies and research-based learning, while Ukrainian training remains more focused on theoretical and pedagogical instruction.

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KEYWORDS: Motivational Readiness. Future Teachers. Formation of Readiness. Professional Activity. Psychological and Pedagogical Conditions.

RESUMO: O artigo explora a prontidão motivacional de futuros professores nos sistemas de formação profissional da Ucrânia e da Europa, com foco na Suécia. O estudo identifica semelhanças na forma como ambas as tradições educacionais interpretam esse conceito e destaca a crescente ênfase na interação aluno-professor. Práticas como trabalho em pequenos grupos e brainstorming foram consideradas eficazes no estímulo à criatividade e ao pensamento independente. Durante o experimento, os alunos enfrentaram desafios para se afastar do pensamento tradicional e gerar ideias inovadoras. A estrutura da sessão incluiu um círculo para "não especialistas" com "especialistas" observando de fora, permitindo o compartilhamento aberto de ideias moderado pelo professor em um ambiente descontraído. O estudo também observa diferenças metodológicas importantes: as instituições europeias enfatizam estudos de caso e aprendizagem baseada em pesquisa, enquanto a formação ucraniana permanece mais focada na instrução teórica e pedagógica.

PALAVRAS-CHAVE: Prontidão motivacional. Futuros professores. Formação de prontidão. Atividade profissional. Condições psicológicas e pedagógicas.

RESUMEN: El artículo explora la preparación motivacional de los futuros docentes dentro de los sistemas de formación profesional de Ucrania y Europa, con especial atención a Suecia. El estudio identifica similitudes en la interpretación de este concepto por ambas tradiciones educativas y destaca el creciente énfasis en la interacción entre estudiantes y docentes. Se observó que prácticas como el trabajo en grupos pequeños y la lluvia de ideas impulsan eficazmente la creatividad y el pensamiento independiente. Durante el experimento, los estudiantes se enfrentaron a dificultades para alejarse del pensamiento tradicional y generar ideas innovadoras. La estructura de la sesión incluyó un círculo para los no expertos y la observación externa de los expertos, lo que permitió un intercambio abierto de ideas moderado por el docente en un ambiente distendido. El estudio también señala diferencias metodológicas clave: las instituciones europeas priorizan los estudios de caso y el aprendizaje basado en la investigación, mientras que la formación ucraniana se centra más en la instrucción teórica y pedagógica.

PALABRAS CLAVE: Preparación motivacional. Futuros profesores. Formación de la preparación. Actividad profesional. Condiciones psicológicas y pedagógicas.

INTRODUCTION

Second language learning at universities in Ukraine and Sweden addresses several interrelated issues—from the effects of war and the pandemic to European integration and educational modernization. Russian aggression forced Ukrainian universities to shift to online or blended learning to meet the needs of displaced students. COVID-19 also accelerated the adoption of IT and digital teaching methods in both countries.

Ukraine's integration into the European educational space requires alignment with European language teaching standards. Proficiency in English is vital for academic mobility and participation in international professional activities. Sweden's advanced experience in language education offers valuable insights for Ukraine's adaptation to global educational trends.

The British Council, in cooperation with the Ministry of Education and Science of Ukraine, has assessed English teaching in Ukraine since 2014, focusing on ESP, EMI, and students' academic needs. Based on these findings, discussions and working groups were created to improve teaching strategies.

Kovalenko and Pylypiuk (2022) found that Ukrainian philology students have a positive attitude toward distance learning, although challenges remain due to poor technology and limited peer interaction. Ukrainian research on immersive technologies (VR, AR, MR, AI) highlights their growing role in enhancing motivation, engagement, and independent learning (Drofa, 2012).

In Sweden, English is formally a foreign language but functions similarly to a second language. Its widespread use necessitates a dynamic language policy. Requirements for university admission include English proficiency, and English remains dominant in scientific fields (Bardel et al., 2023).

The Swedish Association of Universities and Colleges (SUAC) developed a national language policy and increased support for applied educational research. The ULF network, launched in 2017, fosters cooperation between academia and schools to improve teacher education (SUHF, 2017). This article analyses how second languages are taught in Ukraine and Sweden, identifies key challenges, and explores strategies suitable for the post-pandemic and wartime context.

METHODOLOGY

This study analysed higher education institutions in Sweden known to Ukrainians. The main goal was to identify similarities and differences in modern language teaching methods, their educational features, and their outcomes. Data were collected through interviews and

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focus groups, which were considered and processed using content analysis to identify the most significant phenomena and ideas related to second language acquisition. Such analyses and comparisons make it possible to evaluate the relevance of different language strategies depending on the learning environment.

The article examines specific programs and universities that have adopted modern approaches to teaching foreign languages. These case studies highlight recent practical challenges and solutions in language education and methodology. This analysis draws on the global nature of existing theoretical concepts, the wide availability of material on second language acquisition, and its application in pedagogical technologies, as well as research on current issues and frameworks.

RESULTS

Among Ukrainian higher education institutions, interactive technologies are increasingly used in ESP teaching, stimulating student interest and addressing modern educational demands. Interactive methods engage students in learning while developing critical and analytical thinking, the ability to articulate and defend opinions, and participation in constructive discussions. Various forms of work are employed, including individual, pair, and group assignments, role-playing activities, and document analysis (Movchan, 2011).

Modern teachers face challenges in avoiding surface-level oral language preparation for exams. However, foreign language teaching in universities now incorporates diverse interactive techniques adapted to specific programs. These methods transform traditional structures and promote grammar learning in realistic contexts.

Cooperative learning is a promising approach implemented through small groups where students discuss problems and work toward consensus. This method facilitates English acquisition and supports student progress. Groups are divided into subgroups with specific tasks, and each participant presents material orally and consolidates findings during discussions.

The "brainstorming method" (Donald Phillips) has proven effective for generating numerous ideas quickly in groups of 20–30 participants. It stimulates creative thinking and encourages non-standard problem-solving. Brainstorming enhances communication and collaboration skills and can be applied in different formats: small groups, large groups, pairs, or individually. Cooperative learning redistributes tasks among participants to achieve educational goals more effectively (Skolverket, 2021).

Effective discussion methods require communication to solve learning and production tasks and are suitable even for complex language learning, such as English. They help consolidate communication strategies for specific social groups and support the teaching of spoken

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English. These methods are based on typical situations and integrate grammar, vocabulary, and phonetics. They also develop analytical thinking, as students express opinions, analyze mistakes, and explore alternative solutions (Stepanov, 2022).

Situational modeling methods, such as simulations and role-playing games, encourage the analysis of influencing factors and foster critical thinking, creativity, and adaptability—essential professional skills. They also enhance the practical use of non-native vocabulary in interprofessional communication (Reida et al., 2020; Geng, 2024).

Combinatorial and imitative games support language activation and knowledge assessment. At this stage, memory operates in a reproductive mode as students respond without external support, integrating new knowledge with social realities.

Strategic games involve psychological elements and role complexity, requiring students to analyze behavior based on game conditions. These games promote independent research and are effective for acquiring new knowledge, systematizing previously learned material, and preparing for professional activities.

Changes in the educational process depend on the region and the security situation in Ukraine. Teachers and students may be at home, in another city, or abroad. Some students, especially those living abroad, can study only via mobile devices without access to computers. Applications maintain signal reception even during active alerts (Havrilova et al., 2021).

When planning the process, factors such as time zones, internet quality, technical capacity, and external conditions should be considered. During the war, learning has been organized through synchronous and asynchronous formats. Blended learning—combining active participation and independent work—has proven the most effective.

Access measures and clear instructions during air raids are essential. Teachers should create a positive classroom atmosphere, foster trust, monitor students' emotional states, and offer support (Mudryk, 2024).

Innovations in education involve implementing modern approaches and technologies. Information technologies play a key role in foreign language teaching and innovative learning.

In recent years, many effective technologies have emerged in foreign language teaching methodology, including collective and group learning, game-based approaches, and problem-based learning. Less commonly explored methods include discussions on debatable issues, differentiated learning, portfolio use, case studies, dialogue of cultures, tandem learning, workshops, and simulations (Kalinichenko, 2021).

Direct communication and completing didactic and practical tasks are essential in learning English. Working with socio-cultural materials helps students better understand the language, especially those currently living abroad, as it allows them to compare universal and national values (Serhiieva, 2023).

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Optimal learning results are observed at the Institute of Innovative Educational Technologies in Odesa, which uses platforms like Zoom, Google Meet, and Microsoft Teams. Tools such as Google Classroom, Edmodo, and Moodle support memorization, assimilation, and assessment. Resources like YouTube play a strategic role in the visual learning of grammar, vocabulary, and cultural aspects. Teachers can create audiovisual content and use interactive tools such as quizzes, presentations, and test materials. Students can also learn independently using free platforms such as BBC Learning English, British Council Learn English, Duolingo, Busuu, Coursera, Future Learn, and others (Malmö University, 2019).

Due to hostilities and the temporary annexation of certain territories, many participants in the educational process were forced to relocate. Some remain in occupied areas and require special protection. Physical damage to institutions has created urgent problems. In response, the Cabinet of Ministers, educational authorities, and civil society urgently developed strategies for organizing education for those in evacuation or permanent residence. Key issues include completing the academic year, student assessment, diploma issuance, teacher remuneration, and psychological support. Higher education has adapted through distance and blended learning, prioritizing digital technologies. However, transformation must also include non-formal and informal education and the recognition of its outcomes.

Distance learning presents challenges, especially limited internet access for displaced persons. Some students resort to dishonest practices, and verifying their absence is difficult. Those in occupied territories face uncertainty regarding graduation. Teachers' qualifications also require attention, as not all are proficient in modern technologies. Continuous development in digital education and pedagogical training is essential. Training sessions should enhance teachers' skills in innovative online teaching while ensuring quality remains high despite increased accessibility.

The solution should focus on developing personal and social skills, promoting critical thinking, teamwork, and strategic planning. It must also address diversity in terms of gender, ethnicity, religion, culture, and age, while encouraging civic participation (Banyoi et al., 2023). Cognitive skills such as literacy, problem-solving, and algorithmisation are essential. Higher education institutions should foster both basic and specialised knowledge, as well as self-directed learning.

The new secondary school curriculum introduces a second compulsory foreign language and increases the number of language learning hours. Spanish has been added alongside German and French, aligning with Sweden's strong tradition in language education.

This article analyses the development of foreign language didactics in Swedish schools. After the right-wing coalition came to power in 1991, the 1994 reform made a second foreign language mandatory. English has been compulsory since 1962, introduced with the nine-year grundskola system. Sweden's language policy reflects a consistent, long-term strategy (Jämsvi, 2020).

The current state of language education in Sweden reflects a period when bilingual education was required for students continuing to secondary and higher education. This approach, now widely accessible, has evolved through key stages in the Swedish education system. The focus remains on German, French, and English, with attention to recent developments (Jämsvi, 2020).

Camilla Bardel highlights that understanding foreign language education in Sweden requires examining the country's linguistic landscape. The 2009 Language Act declared Swedish the main state language, ensuring citizens' right to use it in public life. Despite linguistic homogeneity, languages like Finnish have long coexisted with Swedish. Immigration after WWII increased the country's diversity, with around 200 languages now spoken (Bardel et al., 2023).

Interest in foreign language learning in higher education has declined in recent years. In response, SUHF initiated a project in 2016 to assess and improve language programmes in universities (SUHF, 2017). The report documents the reduction of language programmes in Swedish universities from 2008 to 2016: French was removed from six universities, English from five, and Russian from four. Finnish, German, Greek, Italian, and Spanish were also eliminated from several institutions, indicating a significant shift in language education.

Bardel et al. (2023) also highlight terminological challenges in language teaching. Lindgren and Enever (Umeå University) discuss the broad use of the term "språkdidaktik" in Sweden, which encompasses language, teaching techniques, and methodology. The Swedish "didaktik" and German "Didaktik" have broader meanings than the English "didactics", which focuses mainly on methodology (Ihnatova et al., 2021). The relationship between didactics, the learning process, and language education remains ambiguous. Some works explore pedagogy within individual subjects, emphasizing the multimodal nature of language education.

International and Swedish linguistic research materials are divided into three sections. The first focuses on theoretical studies and pedagogical analysis, including modern technologies (CALL). The second addresses multicompetence, multilingualism, language policy, and CLIL approaches (Bosa et al., 2023).

Very little work has been done on the vocabulary, phraseology, and grammar relevant to learning materials, though professionals recognise their importance. Notable studies have analysed the lexical content of English and Italian textbooks for language learners. These highlight the need for systematic repetition of vocabulary and reveal a lack of clear criteria for selecting vocabulary.

In addition to material analysis, pedagogical methods and teacher beliefs are crucial. Even minor pedagogical adjustments can improve students' communication skills. EFL teachers emphasize the importance of lexical resources, though vocabulary self-learning is often not prioritised.

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Countries like Sweden are integrating new information technologies into education. However, incorporating digital tools into language learning remains a global priority, including in the U.S. (Viktorova et al., 2021). Web technologies are particularly important in developing students' linguistic and cultural competence. Studies highlight the need to improve awareness of text formatting and enhance multimedia tools. Bardel et al. (2023) stress the urgency of reformulating outdated language education policies.

DISCUSSION

The issue of foreign language teaching, especially English, is relevant in both Ukraine and Sweden, requiring adaptation to their specific socio-cultural and educational systems. While both countries recognize the value of interactive strategies, their implementation differs due to pedagogical traditions and challenges (Shodiyeva et al., 2022). In Ukraine, higher education institutions increasingly introduce new theoretical and practical methods to motivate students and connect new knowledge with prior experiences (Drofa, 2012; Movchan, 2011). Interactive technologies such as Cooperative Learning and Brainstorming help develop analytical and problem-solving skills. Cooperative learning encourages teamwork and values each student's contribution (Drofa, 2012).

However, the transition to online learning during the conflict has created access issues due to displacement and unequal digital resources. Teachers use platforms such as Google Classroom and Zoom, though varying levels of digital literacy remain a barrier (Education Ombudsman of Ukraine, 2022). A Skolverket report highlights Ukrainian teachers' emphasis on integrating activity-based approaches within socio-cultural contexts, promoting an understanding of global and national values (Skolverket, 2021; Shargun et al., 2020). These challenges have driven reforms and accelerated the adoption of digital innovations in Ukrainian higher education.

In Sweden, foreign language learning, especially English, focuses on integrating a communicative approach and learner-centered teaching. The Swedish education system emphasizes collaboration, critical thinking, and practical use of the language in everyday situations. The introduction of project-based work and authentic assessment methods increases students' engagement in language learning, allowing them to apply their linguistic skills in real-life context (Jämsvi, 2020).

Swedish teachers use advanced pedagogical technologies, such as Google Classroom and other online resources, to improve learning outcomes. The country's education system is also flexible, enabling teachers to adapt their methods to different student needs. This flexibility is crucial in a globalized world, where students are constantly exposed to different cultures

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and languages, fostering a deeper understanding of intercultural communication (Mareiev et al., 2022; Ishchenko & Karpenko, 2022).

FINAL CONSIDERATIONS

Ukraine and Sweden have an extensive history of foreign language instruction; however, new challenges are significantly reshaping their educational approaches. In Ukraine, military events and other factors are driving changes in educational content, requiring a language shift to support practical integration into the European community. Sweden, already accustomed to multilingualism, considers foreign language skills an essential element of its educational system.

In Ukraine, there is a strong emphasis on improving English as part of a broader European integration strategy. In contrast, Sweden has long-established models in which foreign language learning remains a core focus in multilingual schools.

Ukraine is undergoing an inevitable transition from traditional memorization-based methods to a communicative methodological approach and learning by doing. Online learning, accelerated by the war, has become a significant innovation. Like other European countries, Sweden continues to operate within the framework of supranational structures in Central Europe and integrates ICTs into the educational process. However, adapting educational innovations to meet students' evolving needs and preferences remains a challenge.

In the context of the war, Ukraine faces significant difficulties in ensuring the continuity of the educational process, while in Sweden, students tend to lose interest in studying foreign languages at the higher education level. As both countries are part of the Schengen area, there is a clear need for bilateral international cooperation and dialogue to share experiences and modern linguistic methodologies.

A study of educational reforms in Ukraine, particularly concerning language teaching, would shed light on the effectiveness of new methods and their capacity to address the ongoing crisis. Moreover, it would be valuable to compare the task-based methodology applied in Ukraine with the Swedish approach, which aligns with European standards (CEFR) in terms of student performance. It is also essential to examine the impact of digital technologies in the classroom and their contribution to language teaching, as well as to analyze the effectiveness of teacher training programs that incorporate modern digital tools.

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