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THE DIGITAL FRONTIER: STRATEGIES AND TOOLS FOR CULTIVATING EDUCATIONAL-STRATEGIC COMPETENCE FOR PRE-SERVICE TEACHERS

Abstract: Digital tools constitute an integral component in the organization of contemporary foreign language environment. The incorporation of Internet technologies into the educational process stimulates the cognitive activity of learners. This article explores potential avenues for cultivating educational-strategic competence in German-language writing through the use of the MOODLE educational platform and Padlet board. The scientific novelty of the research is that overcoming barriers by pre-service teachers in using the educational platform Moodle and the Padlet board ensures the formation of educational-strategic competence in German language writing and intercultural communicative competence. The authors examine the tasks and skills associated with educational-strategic competence, aiming at enhancing the writing skills of pre-service teachers and foster further intercultural foreign language communicative competence.

A theoretical analysis of the relevant literature regarding the integration of innovative techniques into the educational process for pre-service teachers is presented. The didactic possibilities of digital tools during the production of German-language texts are investigated. The article presents metacognitive, cognitive, and communicative learning strategies based on the utilization of digital tools in detail. The authors provide detailed descriptions of language material teaching strategies within the context of intercultural communication.

The intercultural aspect of teaching strategies, which serves as a prominent regulator in the conditions of intercultural communication, is highlighted. The results of applying internet technologies in the educational foreign language process are represented through a survey, indicating their relevance and effectiveness in developing language and communication strategies,

both socio-affective and linguistic. Attention is drawn to the potential for modeling foreign language socio-communicative situations through the use of digital tools.
The article emphasizes the importance of digital tools in formative and summative assessment for written skills activities. Pre-service teachers are encouraged to overcome psychological barriers to the effective implementation of innovative techniques, as digitalization is an inseparable component of contemporary society and education.

Keywords: pre-service teachers; educational-strategic competence; digital tools; Padlet board; MOODLE Educational Platform; German-language writing.

1. INTRODUCTION

Statement of the problem. The development and spread of international contacts among European countries, Ukraine's initial steps towards joining the European Union, and the utilization of information technologies, particularly the internet, in the field of education necessitate the need for higher education students to acquire writing skills. Furthermore, the implementation of recommendations by the Council of Europe [1] regarding the teaching and learning of foreign languages requires thorough preparation of professionals in writing skills.

Foreign language education is enhanced by digital learning tools, the capabilities of which internalize into the process of forming intercultural foreign language communicative competence (IFLCC), especially in the context of writing instruction. A significant contribution to the development of the main theoretical aspects of educational platforms and digital technologies as a complex dynamic process was made by a group of the Ukrainian scientists including O. Ovcharuk, I. Ivaniuk, N. Soroko, O. Gritsenchuk and O. Kravchyna, who consider the need for the flexible management of educational services using standards and innovative approaches. The scientists call special attention to online resources which prompt the possibilities of developing key competences: "The online resources ensuring the creation of the sustainable environment for teachers and students including key competences areas: entrepreneurship, citizenship, civic education and STEM…" [2, p. 20]. The scientists believe that online resources allow the creative use of digital technologies, identify teachers' and students' needs and finding technological answers, solve technical problems, identifying gaps in digital competence" [*ibid*]. The process of digitalization is a megatrend of modernity "which changes the basis of human activity and the essential structure and effectiveness of systems, processes, and phenomena" [3, p. 69].

Digital learning tools significantly optimize the self-directed learning activities of both learners and those aspiring to master a foreign language and culture (FLC) at a sufficient level. One of the communicative goals of teaching and learning FLC is the cultivation of a culturally secondary language personality, whose abilities are determined by the capacity to create dialogues of culture, particularly through writing communication at the intercultural level. Communication skills in written form is one of the basic competencies for German learners. Therefore, "to achieve this competency, higher education institutions will not always allocate it in the course of its own, but as one of the targeted learning achievement in certain subjects" [4, p. 176]. Moreover, "writing is one of the most rewarding yet one of the most challenging skills" [5, p. 239]. The German learners can improve their writing skills by using automated writing assistance, which "from the perspective of natural language processing, has traditionally consisted of three distinct capabilities whose purpose is to help authors address deficiencies in their writing: spell checking, grammar checking and style checking [6, p. 511]. For developing writing skills O. Khomyshak suggests different digital learning tools such as "Sync In, Write or Die, Posterous, Boockr, Pimpampum, Storybird, Storyjumper" [7, p. 42].

Higher education institutions face the task of providing quality education that equips graduates, pre-service educators, to be competitive on the job market of a globalized world.

Ukrainian education has been influenced by destabilization in recent years due to the global pandemic and subsequent military actions. Innovative teaching techniques, including internet technologies, serve as a starting point for establishing a comprehensive educational process, optimizing the learning and studying of FLC in the conditions of independent cognitive learning. It is very important to highlight that mankind is at risk of robo-writers as artificial intelligence (AI) can write like humans but with no understanding and responsibility of what it is producing.

The use of internet technologies has allowed the organization of a virtual learning environment where pre-service teachers have access not only to educational materials but also to feedback from instructors, exemplifying a subject-subject model of pedagogical interaction. Digital tools such as the MOODLE educational platform, Zoom, Teams, Meet, contribute to establishing such collaboration [8].

Writing as a form of linguistic activity and as a goal of mastering IFLCC is subjected to intensification through the use of digital tools, notably the MOODLE educational platform. Among the advantages of MOODLE O. Mezhov and N. Kostuiasiak find "Quick access to educational materials, the ability to perform tasks at a convenient time, feedback, constant communication with teachers and classmates on forums, self-control of knowledge by computer testing, transparency and objectivity of assessment provided by the optimal combination of distance work with classrooms education" [9, p. 124].

MOODLE has different instruments. The Ukrainian scientists M. Pysanko and O. Martynenko provide examples of such "MOODLE instruments as Web-page, Task, User's Profile, Test, Mark Registration Settings, Text as well as Listening Landscape activity, the hidden and open blocks of the e-course, External URLaddress resource, assessment of Task and Test activities, a total report on the students' answers etc." [10, p. 252].

Pre-service teachers have the opportunity to communicate in German with instructors and peers, and on the other hand, establish interpersonal communication with native speakers and representatives of cultures whose language is studied. To develop and improve writing skills, the so-called Padlet board can be applied in the virtual learning environment to model communicative situations and enhance the creative abilities of text composition.

The proficiency in FLC of pre-service teachers is determined by the level C2.2 [11], aiming at the development of educational-strategic competence (ESC), which serves as a guarantee for successful learning and improvement of writing skills in a foreign language in the context of intercultural communication. Developing strategic competence is regulated by the availability of learning tools, especially digital ones, which are an integral component of the educational process for pre-service educators of foreign languages and cultures.

Analysis of recent research and publications indicates an increased interest in the use of internet technologies and digital tools in teaching foreign language and culture (FLC) in higher education institutions. For instance, V. Chernysh explored the possibilities of using educational platforms and digital applications to shape the foreign language communicative competence of pre-service English teachers [12]. I. Zadorozhna introduced various examples of digital tools for teaching writing of pre-service teachers [13]. O. Byhych highlighted the effectiveness of utilizing different digital tools for developing language competence in FLC, including blogs and podcasts [14]. O. Synekop *et al.* examined the potential benefits of implementing the MOODLE platform in the educational foreign language process [15]. The use of digital tools for teaching German-language writing is covered in the works of V. Svyridyuk [16]. O. Sereda presented a methodology for teaching the written expression of philology students through email [17]. The research of V. Berezova *et al.* showed the positive result of using WebQuest for successful teaching and learning English reading and writing. The authors draw a conclusion that using WebQuests can enhance students' reading and writing performance [18, p. 116].

T. Oliynyk *et al.* [19] emphasize the significance and indispensability of educational-strategic competence (ESC) skills. The authors claim that the educational process is organized learning of foreign language material that undergoes rapid automation through actions directed at its implementation in specific communicative situations. N. Shcherba convincingly demonstrates the natural use of the affective strategy, a component of the metacognitive strategy, during the acquisition of FLC, as emotional self-regulation ensures a positive attitude towards solving communicative tasks faced by learners [20].

Following S. Nikolaeva, we recognize educational-strategic competence as the ability to operate various learning strategies and communicative skills and use them in the learning and studying of FLC and in situations of real intercultural communication. This competence consists of two competencies: educational and strategic, encompassing metacognitive, cognitive, and communicative strategies [21, p. 15].

There is a need to delineate strategies for teaching writing using digital tools for German language teachers. The analysis of scientific works and pedagogical experience allows the authors to identify learning strategies for the development of writing skills for pre-service teachers, taking into account the use of the MOODLE educational platform and the educational digital tool Padlet board.

The research goal is to demonstrate the possibilities of digital tools in shaping the educational-strategic competence in German writing for pre-service foreign language teachers.

2. RESEARCH METHODS

To achieve the stated goal, the following research methods were employed in the scientific and methodological discourse: analysis of the professional literature on the use of the MOODLE learning platform for organizing independent learning activities in mastering ICT; an empirical approach to identifying the digital tool – Padlet – as an instrument for the development of writing activities in the German language. Mathematical methods were also used: primary statistics in order to ensure the normal nature of the data distribution and statistical output in order to take into account the statistical data of involving Pre-service teachers in using MOODLE platform and Padlet board, as well as some interpretive methods, which are based on specific principles of individual, acceptable and organizational approaches. Pedagogical observation enabled us to create a self-assessment and self-evaluation form for mastering writing language and its implementation in the process of intercultural communication.

3. THE RESULTS AND DISCUSSION

To fulfill the educational-strategic goal of pre-service teachers based on the points presented in the German Language Curriculum for Graduates, there is a further intensive development of educational competence with the implementation of strategies to address problems that constitute individual tactics in intercultural communication. Strategies for teaching text production, information perception, and interaction-oriented strategies are proposed for further improvement [11, p. 184].

The formation of pre-service teachers' intercultural communicative competence (ICC) in writing occurs through independent work, where the educational process is largely organized by master students themselves. Their activity is autonomous, and their focus is on creating their own educatinal-cognitive environment and the process within it based on acquired experience [22]. Based on the fact that communication requires peoples' activities in the different fields such as personal, public, educational and occupational, E. Piccardo *et al.* divided the written

activities into "four categories of production, comprehension, interaction, and mediation" [23, p. 33].

In the context of improving their own educational competence and the formation of professionally oriented skills and abilities [24, p. 9], master students must enrich their arsenal of techniques and strategies for ICC formation. To achieve this, they need to solve a series of tasks aimed at aiding the memorization, systematization, composing, producing, perceiving, and understanding of foreign language information at the level of dialogue of culture. It is advisable to distribute tasks according to the components of communicative competence, beginning with preparation and self-organization for the educational-cognitive process.

Within the framework of self-management strategies (metacognitive activity), master students should learn to:
– assess and be aware of their individual abilities;
– set their own goals for succeeding in intercultural communication;
– model a foreign language environment by means of the German language;
– exercise self-control and self-assessment, self-realization in communicative and professional activities;
– independently promote the avoidance of frustration and improve personal motivational-volitional state using the German language and culture, experience internal satisfaction and external needs in the work performed.

Within teaching and learning linguistic strategies, master students undertake the following tasks:
– to conduct analysis of words and expressions, understanding their national-specific characteristics;
– to select examples of language phenomena that distinguish the culture of German-speaking countries;
– to develop personal guidelines and instructions for studying German-language phenomena characterized by gaps compared to the mother tongue;
– to use non-verbal teaching aids such as illustrations, tables, diagrams, mind maps, and graphics;
– to extract important national-specific information in various ways;
– to apply and independently formulate rules deriving regularities based on linguistic phenomena;
– to use various dictionaries and reference literature.

Within the strategies of working on speech, master students enhance their abilities to:
– reproduce orally and in writing the material they have read or listened to;
– describe briefly phenomena or objects orally and in writing to create a blog or a web page for future use in professional activities;
– paraphrase sentences or headlines in newspapers and magazines, replacing nominative style with verbal style, writing/saying complex words in the form of phrases, for example: das Kinderzimmer – das Zimmer für die Kinder;
– identify keywords, their sociocultural status, inquire about lexical background, role in intercultural communication, during discourse;
– observe oral speech and communicative behavior of German native speakers, sensitize them, and analyze their appropriateness and national-cultural relevance.

Writing, as one of the factors of full-fledged ICC mastery, continues to play a prominent role in higher education as an educational tool and communicative goal. The Core German Language Curriculum gives us grounds to formulate the goals of written speech as a type of communicative competence for a competent language user at the C2.1 level [11, p. 194], i.e., a future professional in foreign language and culture. While fulfilling the requirements of the Curriculum, master students are supposed to improve skills in written speech and develop new

writing skills in mastering a wide range of genres and types of texts according to general educational, social, academic, and professional topics.

These texts include:
– correspondence of all kinds (formal and informal letters, emails, letters from newspaper readers, radio or television listeners, texts in forums, internet conferences);
– reviews, comments, critical texts about social events;
– summaries, comments on literary works;
– reports, statements, characteristics, descriptions of complex events and processes, considering the professional field;
– creative texts;
– project works, presentations of all kinds;
– academic genres of texts, including essays, research papers.

To achieve the set goals in writing, the developed and improved **skills** of students will help in:
– composing texts according to style and communicative tasks, directing information to a specific recipient;
– influencing the recipient's emotional state through written text to establish feedback;
– expressing thoughts in writing while adhering to logical sequence and text composition;
– paying attention to the compositional structure of texts in scientific research activities and adhering to formatting norms (citations, conclusions, bibliography, etc.);
– writing summaries of literary works to practise use of various stylistic and artistic linguistic aids.

The effectiveness of writing skills in the German language will depend on several **tasks** that stand in the way of the communicative goal:
– to formulate titles and subtitles for different genres of texts;
– to make sentences, paragraphs, and texts while adhering to normative German language;
– to create plans for writing scientific papers;
– to summarize, systematize, and combine information in the text using means of interphrase connection;
– to extract information thus influencing recipients through language means;
– to format written texts according to style and genre, using linguistic and paralinguistic (non-verbal) means of written language;
– to paraphrase, quote, improve and edit texts with references to primary sources;
– to use written language as a means of preserving information (taking notes, summarizing, etc.).

To be engaged in written communication on an intercultural level, pre-service teachers should be aware of:
– written communication etiquette in German-speaking cultures and the means of its implementation;
– sociocultural features of formatting paper and electronic texts;
– national style of the German language and means of its expression;
– verbal-semantic means which highlight the national-cultural specificity of written German language, considering the pluricentricity of the language and the appropriateness of its use, for example, in written communication with the Swiss we can use their spelling rules in words with the letter *ß*: *die Straße* (German) – *die Strasse* (Swiss);
– differences in the use of the lexical and grammar material in German and Ukrainian;
– the form and content of any text which is aimed at giving information over-persuading or influencing the recipients positively.

Considering the extensive educational and life experience of master students, engaging in written language activities remains a significant task for improving language skills, influenced by language and cultural characteristics. Additionally, it is worth noting that written language, as a unique form of linguistic expression, is a product of human culture from a phylogenetic perspective. Writing in ontogenesis as an individual's intellectual ability is the result of prolonged, specialized learning and a product of cultural origin.

The written language does not emerge spontaneously, akin to oral communication in one's mother tongue, which is endowed to humanity by nature and environment. We fully agree with Beno [25] that writing, as an individual-specific linguistic ability, is the outcome of the society's generalized experience of methods for semantic organization, text organization, linguistic, and grapheme-technical realization of content-meanings in textual form. This knowledge is entrenched in its culture and transmitted from generation to generation [*ibid*].

To overcome communicative difficulties in written language and achieve the set tasks, pre-service teachers can utilize internet technologies, including the MOODLE learning platform and the virtual board Padlet. A survey conducted with instructors from Kyiv National Linguistic University, Hryhorii Skovoroda University in Pereiaslav, Ivan Franko Zhytomyr State University, and Mariupol State University indicates that the application of the MOODLE learning platform is intensive and reasonable, especially in the context of distance learning. The platform not only monitors the current activity of each student but also provides an opportunity to develop writing skills, as this form of learning largely involves writing.

For this purpose, the instructor has at their disposal a set of test templates to provide students with practice exercises, the control of which is carried out automatically. To develop creative potential and perform communicatively oriented actions, a test-essay is proposed, which the instructor without the involvement of the educational platform assesses. Such selection of written language test tasks serves for formative assessment, which is aimed at foreign language activity and, subsequently, lifelong learning. An important stage in teaching writing is the discussion of plans for writing texts, drafting, and training in the communicative-pragmatic aspect.

The need for the use of such digital tools is highlighted by a survey of teachers, which was also conducted by means of the Google Forms digital application. Diagrams (Figures 1, 2, 3) illustrate the utilization of these digital tools for the formation of educational strategies in German writing. In response to the question *"Do you use internet technologies for teaching text writing?"* 78% of respondents answered positively, indicating the necessity of applying internet technologies in the educational process. The percentage of teachers, constituting 12%, is ready to use internet technologies, although in today's conditions, it is challenging to envision education without the internalization of internet technologies in general and the acquisition of MIKK, in particular.
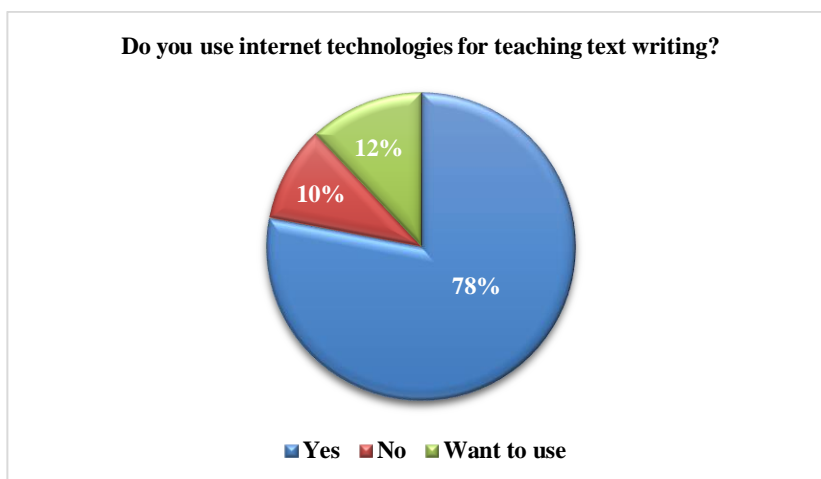
Do you use internet technologies for teaching text writing?

12%

10%

78%

■ Yes ■ No ■ Want to use

Fig.1. Using Internet Technologies for Foreign Teaching Writing

In Figure 2, the observations regarding the utilization of the MOODLE learning platform are depicted. Respondents were asked about the statement: *"The MOODLE platform allows improving writing skills."* Half of the respondents found the use of this platform appropriate. Approximately 55,1% of instructors affirm the indispensability of completing exercises and tasks offered on the learning platform to develop educational and strategic competence in writing, consequently fostering proficiency in writing in a foreign language. Additionally, 40,8% of surveyed instructors express readiness to integrate the MOODLE learning platform into foreign language teaching, suggesting an optimistic outlook for enhancing the conditions for developing educational and strategic competence to achieve a high level of proficiency in foreign language written communication.
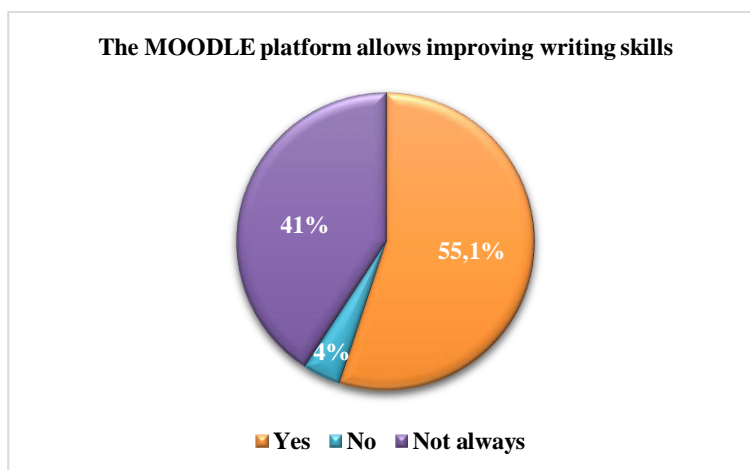
The MOODLE platform allows improving writing skills

41%

4%

55,1%

■ Yes ■ No ■ Not always

Fig. 2. Using the MOODLE Platform for Developing Writing Strategies

Figure 3 presents a diagram depicting the statement *"Padlet is used for applying a creative approach to teaching foreign language writing,"* reflecting positive sentiments towards the integration of this digital tool into the educational process. Based on the diagram, it is evident that 48% of respondents actively incorporate the Padlet board into their teaching practices. The platform streamlines the time spent on searching and organizing educational materials. Of all surveyed individuals, 46% expressed an intention to introduce teaching and learning foreign languages using Padlet, emphasizing the promising prospects of the virtual online board for optimizing the independent work of pre-service teachers. It is noteworthy that the application of the online board serves as a means of cultivating professionally oriented skills for presenting and familiarizing oneself with foreign language materials. Only 6% of

respondents lack experience with this digital teaching tool, which is not considered critical in the context of rapid scientific and technological development.
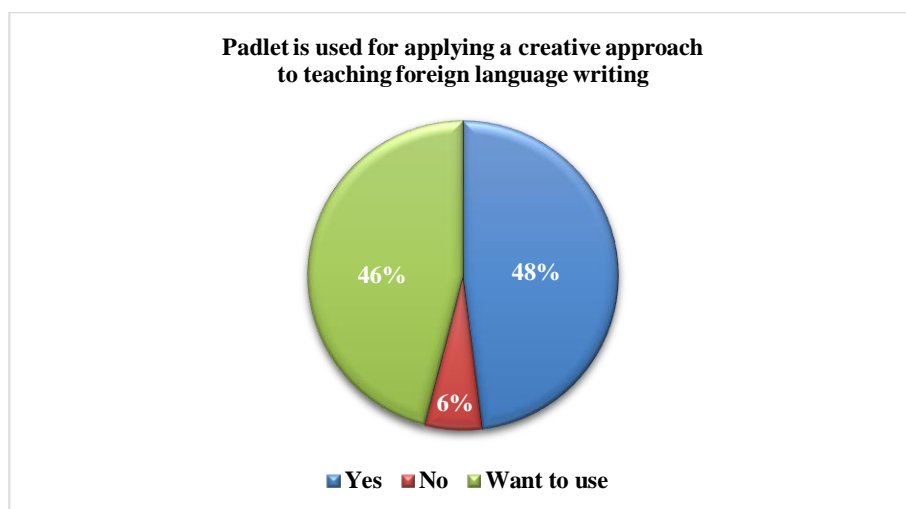

Fig.3. Using Padlet Board for Forming Writing Strategies

As evident from the diagrams, digital tools are an integral component in shaping the writing process. The following testifies that writing, as a linguistic activity, requires support not only at the cognitive-communicative level but also in the instructive-control process, encompassing social-affective experience.

Let us present the didactic possibilities of teaching writing using the MOODLE educational platform and the Padlet board (Table 1).

Table 1

**Deductive Functions of the MOODLE Learning Platform
and Padlet Board in Teaching Writing**

Educational Platform MOODLE	Padlet Board
Writing Practice Tests	Fulfilment of Practical Tasks
Writing Final Tests	Fulfilment of Written Presentations
Self-Monitoring and Self-Evaluation (Automated Assessment)	Self-Monitoring and Self-Evaluation with Instructor and Participants
Writing Creative Works (Essays)	Writing Creative Works During the Training Stage
Formative and Summative Assessment	Formative Assessment
Individual Independent Work	Independent Work in Groups
Instructor Administration of the Learning Platform	Regulation of Educational Material by students
Use of Experience in Written Communication	Possibility to Borrow Experience from Peers
Feedback from the Instructor After Written Tasks	Real-Time Feedback from the Instructor During Written Tasks

The effectiveness of using the MOODLE learning platform and the Padlet board will depend on the ability to use learning strategies, which, in turn, will act as regulators of writing actions in text production. For the development and application of specific strategies, the Padlet board can be a useful tool. It can serve as a model for equipping the educational-cognitive environment.

In the context of personal-activity and communicative-activity approaches to developing foreign language communicative competence, where intercultural communicative competence (ICC) is a component, it becomes evident that pre-service educators as the main and auxiliary digital tools to organize independent learning activities can utilize the MOODLE learning platform and the digital application Padlet. For successful developing of writing skills with the

help of digital tools, pre-service teachers need to consider strategies that are appropriate at different stages of text production.

Taking into account the didactic possibilities of digital tools provides a basis for identifying a range of learning strategies that can serve as regulators to avoid chaos during writing. Let us consider a series of learning strategies for writing text production based on the use of these digital tools (Table 2).

Table 2

**Formation of Educational and Strategic Competence
in German Writing Based on the Use of Digital Tools**

Metacognitive Strategies	Cognitive Strategies	Communicative Strategies
- using instrumental skills while working with digital tools - modeling a virtual learning environment for writing instruction - modeling a written communicative-pragmatic situation - creating the design of a Padlet board for specific teaching circumstances - providing the educational virtual environment with primary and auxiliary teaching tools - configuring internet applications to avoid frustration during text production - planning language products - self-regulating and self-monitoring the process of writing texts	- organizing lexical-grammatical material - creating a vocabulary related to the text's theme - selecting grammatical rules; - selecting clichéd expressions, speech formulas for composing various types of texts - learning lexical units based on compiled flashcards; creating mind maps to structure the text - adhering to the idea and objectives of the written product - arranging key words in a specific hierarchy - being aware of national-cultural features in written discourse - connecting sentences into paragraphs - using means of interphrase connections	- determining the intention of writing the text - searching for information and supporting claims - transforming notes into a coherent text - formatting the content of the text according to discursive-convention signs - structuring the text in compositional integrity of the content - adhering to the norms of literary German language - exchanging written messages, ideas, judgments in a group - creating a group document - arranging a so-called wall newspaper on the Padlet board - correcting and editing texts of learning participants - conducting written reflection on what has been read or heard - describing a phenomenon or event with an affective component

It is worth noting that on the virtual Padlet board, sentences formulated by students are presented in a chaotic order because each participant writes sentences independently, regardless of where they place specific information. Organizing and logically structuring the information are left for independent processing, meaning that after the virtual session, students continue learning to write texts based on training exercises designed in MOODLE. Through these exercises, students work with selected material: they supplement and expand information, edit the text, and make corrections at the lexical-grammatical level.

In light of the presented educational strategies for developing writing competence of pre-service teachers, the image of a cultural secondary linguistic personality is emphasized. From the perspective of researchers, this personality encompasses motives and characteristics that drive the linguistic personality, his/her behavior, regulate language-speech activity, and determine values in its language model of the world. In the context of a communicative-activity approach, a multifaceted spectrum of knowledge, skills and abilities not only meets the communicative needs of the individual, the pre-service teacher, but also contributes to active interaction within a specific linguo-social environment, requiring intercultural actions to maintain one's identity through the dialogue of cultures. Intercultural competence enhances the significance and importance of the verbal-semantic, logical-cognitive level of the personality, which unfolds in the sociocultural environment [26, pp. 290-297].

One of the motives for using the MOODLE learning platform and Padlet board is that students can participate in online conferences and webinars, improving their writing and, later, speaking skills. The creation of a real communicative situation serves as an incentive to adhere

to all the requirements for composing texts according to the needs and circumstances of communication in the German language. Learning in a virtual environment requires a quick reaction from the student, demonstrated in understanding the given task and typing/writing the response. Therefore, the teacher should be tolerant and patient, expecting the correct answer from the student.

It should be noted that the use of information technologies, components of which include learning platforms or applications, optimizes and improves both classroom and extracurricular independent learning activities of students as a means of mastering written language independently. Achieving educational success enhances the ability to use learning strategies that must correspond to communicative goals and means in combination with internet technologies. During the organization of German-language activities, the two sides of the pedagogical process, the student and the teacher, interact as equal partners in communication, pursuing set goals according to the type of speech activity, writing in particular.

4. CONCLUSIONS AND PERSPECTIVES FOR FURTHER RESEARCH

The question of refining the process of writing communicatively remains open for discussion and calls for the introduction of constructive methodological tools. The presented educational strategies based on the use of digital technologies are relevant in the context of foreign language activities, aiming to optimize the educational-cognitive process for teachers and facilitate their written and communicative actions to achieve communicative goals at the level of the dialogue of cultures. Through the implementation of educational strategies, it becomes possible to coordinate the process of writing texts, the conditions for which are prepared on the MOODLE educational platform and the Padlet digital application.

Our anticipations regarding the use of internet technologies, in general, and the MOODLE educational platform and online Padlet board, in particular, have proved its effectiveness in forming writing-based educational strategies. The majority of respondents express a desire to utilize such digital tools, signifying a positive indication for enhancing the methodological-didactic resources of teaching.

Therefore, the above-mentioned possibilities aid in addressing the tasks of both in-class and extracurricular activities for pre-service German language teachers, facilitating successful acquisition of foreign language written communication. A perspective direction involves researching the effectiveness of applying digital tools as feedback and reflection resources to optimize teaching listening and reading within the context of intercultural communication.

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ЦИФРОВИЙ РУБІЖ: СТРАТЕГІЇ ТА ІНСТРУМЕНТИ ДЛЯ ФОРМУВАННЯ НАВЧАЛЬНО-СТРАТЕГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ

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Анотація. Цифрові засоби є невід'ємним компонентом в організації сучасного іншомовного середовища. Залучення інтернет-технологій до побудови освітнього процесу стимулює навчально-пізнавальну діяльність тих, хто вчиться. У статті представлено можливі шляхи формування навчально-стратегічної компетентності у письмі німецькою мовою за допомогою навчальної платформи MOODLE і дошки Padlet. Наукова новизна дослідження полягає в тому, що подолання майбутніми вчителями бар'єрів у використанні навчальної платформи Moodle і дошки Padlet забезпечує формування навчально-стратегічної компетентності в німецькомовному письмі та міжкультурної комунікативної компетентності. Автори розглянули завдання і вміння навчально-стратегічної компетентності, мета якої – вдосконалити писемно-мовленнєвий процес майбутніх учителів зокрема та формування міжкультурної іншомовної комунікативної компетентності взагалі. Здійснено теоретичний аналіз фахової літератури з питання щодо залучення інноваційних технологій в освітній процес майбутніх викладачів. Досліджено дидактичні можливості цифрових засобів під час продукування текстів німецькою мовою. У статті докладно окреслено метакогнітивні,

когнітивні та комунікативні навчальні стратегії на основі використання цифрових засобів. Автори докладно описали стратегії навчання лінгвістичного матеріалу в контексті здійснення міжкультурного спілкування. Виокремлено міжкультурний аспект у навчанні стратегій, що є маркантним регулятором в умовах здійснення міжкультурної комунікації. За допомогою опитування репрезентовано результати застосування інтернет-технологій в освітньому іншомовному процесі, що є свідченням їх доцільності та ефективності у розвитку мовно-мовленнєвих і соціально-афективних стратегій. Звертається увага на можливості моделювання іншомовної соціально-комунікативної ситуації під час застосування цифрових засобів. Фокусується увага на важливості цифрових засобів щодо виконання формувального і підсумкового контролю для писемно-мовленнєвої діяльності. Майбутні вчителі мають долати психологічні бар'єри для ефективного застосування інноваційних технологій, оскільки діджиталізація є невід'ємним складником суспільства й освіти в сучасних умовах.

Ключові слова: майбутні вчителі; навчально-стратегічна компетентність; цифрові засоби; дошка Padlet; освітня платформа MOODLE; німецькомовне письмо.

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Vira Svyrydiuk – the author played a pivotal role in shaping the article by conceptualizing and driving the idea of conducting research. Her primary contribution lies in formulating a clear statement of the problem and delineating research objectives. Through meticulous planning and thoughtful consideration, the author established the foundation for the study, defining the scope and direction of the research inquiry. Her commitment to precision and clarity in articulating the research problem and objectives serves as a guiding framework for the entire article, ensuring a focused and purposeful exploration of the subject matter.

Ostap Bodyk – the author played a vital role in the preparation of the article by conducting a thorough critical scientific review and correction process. His meticulous attention to detail and commitment to scientific rigor contributed significantly to refining the content, ensuring accuracy, coherence, and adherence to scholarly standards. Additionally, the author took a leading role in the design of the manuscript, structuring it in a coherent and reader-friendly manner. He actively participated in the approval of the final version for publication, demonstrating a comprehensive understanding of the content and a commitment to scholarly excellence.

Larysa Kalinina – the author made substantial contributions throughout the various stages of preparing the article. She took a central role in the meticulous process of data collection, employing rigorous methodologies to gather relevant information for the study. Following data acquisition, the author played a key role in the intricate tasks of analysis and interpretation, employing analytical tools and frameworks to derive meaningful insights from the gathered data. She demonstrated proficiency in translating the findings into a coherent narrative by actively participating in drafting the article. Her ability to synthesize complex information into a clear and structured format greatly enriched the manuscript.

Nataliya Prokopchuk – the author made multifaceted contributions throughout the preparation of the article. She demonstrated her analytical prowess by conducting a thorough analysis of the collected data and interpreting the results. This phase involved applying robust methodologies to extract meaningful insights, contributing depth and substance to the article's findings. The author participated in the critical task of approving the final version for publication, underscoring their commitment to ensuring the accuracy and integrity of the scholarly work.

Nina Khrystych – the author's involvement in data processes, drafting, and final approval collectively enhanced the article's robustness and scholarly merit. She took a role in drafting the article, either ensuring a coherent and structured narrative, or engaged in a critical scientific review and correction process. In both instances, the author's keen attention to detail and commitment to scholarly standards significantly contributed to refining the manuscript.