СЕКЦІЯ 1. ІНФОРМАЦІЙНІ ТЕХНОЛОГІЇ
ТА ІННОВАЦІЙНІ МЕТОДИКИ В ОСВІТІ

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SECTION 1. INFORMATION TECHNOLOGIES
AND INNOVATIVE METHODS IN EDUCATION

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HACKATHON AS AN INNOVATIVE INTERDISCIPLINARY APPROACH TO ENGLISH LANGUAGE LEARNING FOR FUTURE INFORMATION PROTECTION SPECIALISTS

While teaching English for specific purposes (ESP) at higher educational institutions, it is important to find ways to increase students' intrinsic motivation, so that they understand why it is important for them to learn the foreign language and how they might use their communication skills at work. Hackathons bridge the critical gap between classroom learning, regarding Common European Framework of Reference for Languages (CEFR), and the dynamic demands of a globalizing industry, simulating real-world communication scenarios where students must actively use English to collaborate, problem-solve and present their results. The approach is based on interdisciplinary connections of different cycle disciplines, such as "English for specific purposes", "Cybersecurity", "Special information and communications systems" etc., providing situations that might occur in students' professional life. This approach not only cultivates specific technical English skills but also integrates soft skills and vital 21st-century competencies [1, c. 374].

English-language Hackathons are intensive, collaborative events where students work in teams to solve real problems or develop innovative projects related to their field of study, using English as the main language of communication [2, c. 71]. From brainstorming and planning to presenting and defending their ideas – all are conducted in English. In essence, hackathons transform English language learning from a theoretical classroom exercise into a practical tool for technical students to

achieve their professional goals. They create a supportive environment where students can apply their English skills to practical problems, resulting in noticeable, long-term progress in their professional communication.

The main advantages for students with technical specialties of participating in hackathons conducted in English as a primary language of communication:

1. Task-based learning. The entire hackathon is a large-scale task-based learning experience. Students are driven by the need to complete a project, which intrinsically motivates them to use English for practical purposes, rather than just abstract language exercises.

2. Authentic communication in professional context. Hackathons replicate the environment of professional technical workplace, where students have to communicate in English to negotiate ideas, assign tasks, troubleshoot problems and make collective decisions [3, с. 32].

3. Development of technical vocabulary and discourse. Students encounter and use technical jargon and industry-specific phrases in their field within a relevant context. Working on projects students learn to use appropriate discourse markers, transition words and logical connectors to explain ideas, justify their choices, and structure their presentations [3, с. 32].

4. Error Correction in Real-Time.

While not explicitly graded on language, the need for clear communication in a team setting often leads to peer correction or self-correction of language errors as they realize miscommunication can hinder project progress.

5. Integration of soft skills and 21st-century competencies.

Working on projects in teams requires collaboration, conflict resolution and leadership skills, all of which are practiced in English. The final pitch is also a critical component: students must present their project's value and technical details to an audience, often including professionals [1, с. 374].

6. Time Management and Adaptability.

The intense, time-constrained nature of hackathons pushes students to prioritize and adapt quickly, honing their ability to communicate effectively under pressure.

7. AI as an on-hand tool for learning English.

If a non-native English participant encounters a complex phrase or unfamiliar technical jargon, AI translator can quickly provide clarification, preventing misunderstandings between teammates. AI writing assistant can provide corrections when drafting technical documentation or presentations. AI chatbots with speech recognition and pronunciation tools can help participants to practice discussions or pitching ideas in English.

8. Motivation and engagement. The competitive and creative nature of hackathons is highly motivating. This intrinsic motivation makes language learning feel like a necessary tool to win and succeed [2, c. 71].

To conclude, hackathons can significantly diversify ESP learning for future information protection specialists and facilitate the development of professional communicative skills as well as other soft and hard skills. This confirms that the immersive, task-based nature of hackathons provides a powerful environment for developing specific technical English skills.

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ВІЗУАЛЬНІ МЕДІА ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ІСТОРИЧНОЇ ПАМ'ЯТІ ЗДОБУВАЧІВ ОСВІТИ ПІД ЧАС ВИВЧЕННЯ КУРСУ "ІСТОРІЯ ДЕРЖАВНОСТІ ТА КУЛЬТУРИ УКРАЇНИ"

Науковці підкреслюють, що сучасна вища освіта має на меті не лише забезпечити здобуття професійних компетенцій, необхідних для майбутньої кар'єри, але й сформувати інтелектуальну еліту суспільства, акцентуючи увагу на розвитку особистісних якостей людини [2].

У цьому контексті особливо актуальною є проблема формування історичної пам'яті студентів неісторичних спеціальностей у процесі вивчення гуманітарних дисциплін.