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Yu. Shevchenko, V. Kondratenko, I. Barbashova, H. Svyrydenko, K. Taran. Neurocorrection As A Conceptual Basis For Overcoming Stuttering In Children: A Theoretical Analysis Of Contemporary Approaches.

The article presents a theoretical justification of modern approaches to neurocorrection as a conceptual foundation for overcoming stuttering in children. It identifies the methodological principles and outlines the potential for integrating technologies into the formation of correctional programs, which determined the purpose of the study. The research methods include theoretical analysis and synthesis of scientific sources on the issue, comparison of neurocorrection approaches, and systematization and generalization of the obtained data. The methodological basis of the study is an interdisciplinary approach that combines the principles of neuropsychology, cognitive psychology, speech therapy, and psychophysiology, as well as the concept of brain neuroplasticity as a basis for speech transformation. The results reveal that current views on childhood stuttering are based on a multifactorial concept encompassing neurobiological, psychophysiological, sociolinguistic, and psycho-emotional factors. Neurocorrection appears as an interdisciplinary approach capable of integrating speech therapy, psychotherapeutic, and neuropsychological techniques aimed at activating compensatory brain mechanisms, harmonizing emotional states, and developing speech self-regulation. The analysis highlights that the most effective modern approaches to neurocorrection in overcoming stuttering in children include cognitive-behavioral programs, neurofeedback, audiovisual techniques, art therapy methods, and digital technologies in speech therapy. It is emphasized that the effectiveness of interventions significantly increases with the adaptation of individual programs to children's neurophysiological characteristics, age, motivational level, and cognitive potential. The prospects for further research lie in determining the effectiveness of integrated models that combine behavioral, neuropsychological, and digital components in the neurocorrection of stuttering in children of different age groups.

Key words: *stuttering, children, neurocorrection, neuropsychology, speech therapy, cognitive-behavioral approach, neurofeedback, logorhythmics, speech self-regulation, digital technologies.*

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Yurko N. A., Romanchuk O. V., Danylevych M. V., Khudoba V. V., Vorobel M. M.

TOURISM SPECIALISTS' TRAINING: ONLINE RESOURCES FOR LANGUAGE SPEAKING PRACTICE

Article deals with the issue of online resources for language speaking practice in tourism specialists' training. Analysis of recent research and publications provides evidence of much attention being paid to various issues of tourism specialists' training, including the staged professional training, interactive training technologies, intercultural communicative interaction, etc. Language learning and practice have also been in the focus of scientific consideration on a regular basis. The subjects of researchers' interest comprised features of studying professional language, dictionaries and other educational resources, etc. Despite many scholars' attention paid to different aspects of the topic, online resources for language speaking practice in tourism specialists' training require more detailed analysis.

Considering the actuality of continuous professional development in the evolving industry of tourism, the essential role of language speaking proficiency for the sphere practitioners, and the current advances in learning tools, the paper is aimed at exploring the online resources for language speaking practice in the field of tourism. Tasks of the research comprise defining and examining the features of online speaking resources for employees' language practice. The object of research involves specialists' training in the field of tourism, and the subject concerns the online resources for language speaking practice of the sphere professionals.

The online resources for language practice in the essential speaking skills for tourism specialists' training have been examined due to the methods of literature analysis and comparative analysis of the internet sources. Modern technology

advancement with the multiple online resources, namely for language speaking practice, makes learning more engaging and flexible, providing better adaptation to demands of the evolving tourism industry. Further prospects in the research area suggest the study and comparative analysis of other educational resources for specialists’ training in the increasingly growing industry of tourism.

Key words: *tourism, language practice, specialists’ training, learning tools, speaking skills, online resources.*

(статтю подано мовою оригіналу)

Currently, tourism is a significant part of the global culture, accountable for the growing popularity of exploring diverse parts of the world, meeting people from various walks of life, and experiencing new traditions and activities. Yet, without proper education, continuous learning and professional training, tourism employees often lack the tools to reap the benefits of the industry’s fullest potential.

The skills and talents of tourism professionals are a critical part of ensuring a sustainable future for the travel and tourism industry and its role in supporting the global sustainable development goals. Investing in training and capacity building, therefore, is an important consideration for tourism organizations, not just to improve their sustainability practices, but also to stay competitive [16].

Professional development is crucial for tourism employees as it equips them with the necessary skills and knowledge to thrive in the dynamic tourism industry. Beyond basic professional skills, language speaking proficiency is increasingly recognized as a vital expertise for tourism specialists, which is critical for understanding guest needs and enables to navigate complex interpersonal interactions smoothly.

Language skills are in demand across a very wide range of sectors and jobs, namely in travel and tourism. It is important as a skill in itself, yet having language skills also says so much more about the wider range of skills you will have gained whilst studying languages. From adaptability and communication skills to creativity and cultural understanding [12].

The ever-evolving tourism industry is now embracing innovative training techniques to keep pace with technological advancements and changing customer expectations. To cultivate effective tourism professionals, training programs often utilize a combination of traditional and innovative teaching methods. These approaches aim to meet the diverse learning needs and often comprise the numerous online resources, in particular for the language speaking practice.

Analysis of recent research and publications provides evidence of much attention being paid to different aspects of tourism specialists’ training. The scholars such as E. Lungu et al [14], O. Sushchenko, O. Akhmedova, O. Stryzhak [15], V. Burak [4], N. A. Yurko et al [11], E. Lungu, V. Calugher, G. Braniste [10], O. V. Kovalenko et al [19] concerned the issues of staged professional training, interactive training technologies, distance learning, professional organizations, personality qualities, intercultural communicative interaction, etc.

Language learning and practice have also been in the focus of scientific consideration on a regular basis. The varied subjects of researchers’ interest comprised features of studying professional language [1; 21], peculiarities of professional and specialised dictionaries [5; 13; 18], educational resources and learning tools [7; 17], etc. Despite many scholars’ attention paid to different aspects of the topic, online resources for language speaking practice in tourism specialists’ training require more detailed analysis.

Considering the ***actuality*** of continuous professional development in the evolving industry of tourism, the essential role of language speaking proficiency for the sphere practitioners, and the current advances in learning tools, the paper is ***aimed at*** exploring the online resources for language speaking practice in the field of tourism. ***Tasks*** of the research comprise defining and examining the features of online speaking resources for employees’ language practice. Consequently, the ***object*** of research involves specialists’ training in the field of tourism, and the ***subject*** concerns the online resources for language speaking practice of the sphere professionals.

Due to the ***methods*** of literature analysis and comparative analysis of the internet sources [2; 3; 6; 8; 9; 20; 22], the popular online resources for language practice in the essential speaking skills for specialists’ training in the field of tourism appear to be characterized as follows.

ELSA Speak. This is an AI-powered language coach designed to help professionals and learners speak English with confidence. ELSA (English Language Speech Assistant) will not only help you work on your pronunciation by comparing your own to that of native speakers, but it will also analyse each individual sound in your English speech, highlighting any mispronounced sounds or words. Engage in real-time, speaking scenarios to practice job interviews, presentations, meetings, and more. Reinforce your skills with interactive AI-powered games that make learning engaging and effective. This will allow you to spot any reoccurring mispronunciations, enabling you to focus on them and begin to perfect your pronunciation and confidence in language speaking.

English Listening and Speaking. Speaking is one of the most important skills in language learning. The app offers engaging speaking practice to boost your language confidence. This is a useful language practice app that will help you improve listening skills and speak English confidently and fluently. There are many lessons from basic to advanced built into the app. With thousands of the most common English sentences and standard American English accents, it is easy to memorize sentence patterns for everyday use. They help you understand the principles of

pronunciation and practice effectively in the app. Users can enjoy daily English listening practice sessions tailored to their skill level. Practice your communication skills daily to help you gain confidence in everyday conversations.

Listen English Daily Practice. This is a free application for listening to speak English. All the articles in the app are categorized and divided the level, which means that you can easily start your listening English practice from the level you are comfortable in and work your way through the more advanced level articles and conversations. Most of the material is in the form of short stories and everyday topics, so you will pick up a lot of useful and conversational vocabulary from it. After each audio file, you will be quizzed on it, to test your comprehension skills. With preset scenarios that cover almost all the aspects of the daily lives, you will soon find the results of listening English practice effectively affecting your English listening and speaking skills.

VOA News. The free, official Voice of America (VOA) mobile and tablet application serves news to your mobile device or tablet. VOA operates one of the world's largest international news media networks on TV, radio and digital properties with a total weekly audience of more than 200 million people around the world. This app for advanced or upper-intermediate learners, who already have a strong command of the language and are looking to pick up vocabulary related to current affairs. Voice of America is an award-winning app that uses daily news clips as educational materials to teach English. From radio podcasts to live news, the application will provide you with a wealth of listening material to improve your speaking skills. .

BBC Learning English. The BBC offers complete courses in British pronunciation. The first course short lessons break down British English sounds and their International Phonetic Alphabet symbols. Each video shows the symbol, some examples and a close-up of the mouth for making the sound. The second course of this series focuses on how sounds change depending on their position in the word. Examples include the pronunciation of d at the end of words and linking vowel sounds. Offered by the British Broadcasting Corporation (BBC), this website focuses on the pronunciation of British English. This pronunciation workshop shows you how English is really spoken. Watch, listen and repeat. It will help you become a better listener and a more fluent speaker.

News in Levels. The website has current news stories from around the world, so it is not just for American English learners. The website gives you the option of seeing each news story in three different levels of English: level 1 for beginners, level 2 for intermediate learners, and level 3 for advanced learners. The texts are fairly short, and they have matching audio. These lessons are great for listening to English in a natural setting and practicing English speech at a normal speed. It is suggested to repeat each sentence as it is said in the audio and then reading it out loud on your own. It is a natural process of learning. If you practice every day, you can understand the original news from native speakers and improve your language speaking practice.

Pronuncian. This website is perfect if you plan speaking English with Americans or Canadians, or if you want to travel to one of those countries. It has an in-depth look at English vowels and uses minimal pairs to show the differences between similar sounds. For example, it will help you get your short vowel sounds right, so you can understand how to pronounce the difference between them. Pronuncian also looks at consonant sounds and how they change depending on their place in a word. This happens with many consonants. There are many lessons and each one focuses on a specific sound. Every sound is divided into three sections. Learn the pronunciation for each sound, how to spell each sound, and practice each sound for free.

Conclusions. On the bases of the above findings, it is reasonable to conclude as follows. Tourism industry is more than just travel, it is an essential economic and cross-cultural bridge around the globe. Training and professional development in tourism are essential for enhancing employee skills and ensuring a high quality of service delivery, contributing directly to the industry success.

To ensure high service quality and customer satisfaction in the multinational sphere of tourism, employees should develop a range of occupational abilities, including the efficient language skills, which are essential to provide effective communication, build meaningful professional relationships and succeed in their careers.

Modern technology advancement is reshaping educational methodologies in tourism specialists' training, providing innovative tools to enhance teaching and learning experiences. These technological solutions with the multiple online resources, namely for language speaking practice, make learning more engaging and flexible, providing better adaptation to demands of the evolving tourism industry.

Further ***prospects in the research area*** suggest the study and comparative analysis of other educational resources for specialists' training in the increasingly growing industry of tourism.

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Юрко Н. А., Романчук О. В., Данилевич М. В., Худоба В. В., Воробель М. М. Підготовка фахівців сфери туризму: онлайн ресурси для мовної практики.

У статті розглянуто питання онлайн-ресурсів для мовної практики у підготовці фахівців сфери туризму. Аналіз сучасних досліджень та публікацій свідчить про значну увагу вчених до різних аспектів професійної підготовки фахівців у галузі туризму, охоплюючи такі проблеми, як поетапне професійне навчання, інтерактивні технології навчання, міжкультурну комунікативну взаємодію тощо. Вивчення мови та мовна практика також регулярно перебувають у центрі постійної уваги науковців. Інтерес багатьох дослідників привертали такі питання, як особливості вивчення фахової мови, професійні словники та інші навчальні ресурси тощо. Незважаючи на значну увагу багатьох науковців до різних аспектів даної теми, онлайн-ресурси для мовної практики у професійній підготовці фахівців сфери туризму потребують більш детального аналізу.

Зважаючи на актуальність безперервного професійного розвитку в індустрії туризму, що постійно розвивається, важливу роль володіння іноземними мовами для фахівців сфери, а також сучасні зміни та прогрес у засобах навчання, метою даної розвідки є вивчення онлайн-ресурсів для мовної практики у галузі туризму. Завдання дослідження полягають у визначенні та аналізі особливостей онлайн-ресурсів для мовної практики працівників цієї сфери. Об'єктом дослідження є підготовка фахівців у галузі туризму, а предметом дослідження є онлайн-ресурси для мовної практики працівників даної сфери.

Онлайн-ресурси для мовної практики таких важливих у професійній підготовці фахівців з туризму мовленнєвих навичок досліджено за допомогою методів літературного аналізу та порівняльного аналізу інтернет-джерел. Сучасний технологічний прогрес із можливістю доступу до численних онлайн-ресурсів, у тому числі й для професійної мовної практики, робить процес навчання більш захопливим та гнучким, забезпечуючи можливість краще адаптуватися до вимог туристичної галузі, що постійно розвивається. Перспективи подальших досліджень у цій галузі передбачають вивчення та порівняльний аналіз інших освітніх ресурсів для професійної підготовки фахівців сфери туризму.

Ключові слова: *туризм, мовна практика, підготовка фахівців, засоби навчання, мовленнєві навички, онлайн ресурси.*

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ТЕОРЕТИКО-ПЕДАГОГІЧНІ АСПЕКТИ ФОРМУВАННЯ МЕДІАПСИХОЛОГІЧНОЇ БЕЗПЕКИ КУРСАНТІВ

У статті здійснено теоретичне обґрунтування поняття «медіапсихологічна безпека». Акцентовано увагу на зростаючій актуальності цього феномену в контексті підготовки майбутніх офіцерів в умовах сучасних інформаційних викликів, зважаючи на агресивний характер гібридної війни та постійний психологічний тиск через медіапростір. Автори наголошують на необхідності виокремлення поняття «медіапсихологічна безпека», розкриваючи його відмінності від таких понять, як, наприклад, «інформаційна безпека», «кібербезпека», «медіаграмотність». В роботі «медіапсихологічна безпека» представлена як стан захищеності психіки особистості від деструктивного та маніпулятивного впливу медіаінформації, що забезпечується її розвиненою медіаграмотністю, критичним мисленням, психологічною стійкістю до інформаційних викликів та здатністю до свідомої інформаційної гігієни, що в сукупності сприяє підтримці психологічного благополуччя в умовах інтенсивного медіапростору.

Особливу увагу приділено класифікації факторів медіапсихологічного впливу на курсантів. Так, автори виокремлюють такі групи факторів: група факторів, що створюють педагогічні виклики для розвитку критичного мислення; група факторів, що впливають на освітній процес та увагу; група факторів, що впливають на мотивацію та цінності; група факторів, що надають педагогічні можливості. В межах кожної групи виділені окремі фактори, які проаналізовані через призму педагогічних викликів та педагогічних завдань, які повинна враховувати та вирішувати сучасна освіта. На думку авторів завдяки наданій класифікації педагоги зможуть цілеспрямовано обирати та впроваджувати найбільш доцільні педагогічні стратегії, добирати технології та методи. Такий підхід є ключовим для підготовки майбутніх офіцерів, які мають бути психологічно стійкими та надійно захищеними від інформаційних загроз.

Ключові слова: *медіапсихологічна безпека, медіапсихологія, курсанти, педагогіка, інформаційна безпека, освітній процес, медіаграмотність, кібербезпека.*