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ENHANCING ORAL PROFICIENCY AMONG UPPER-LEVEL UNIVERSITY STUDENTS

The ability to express ideas orally has become one of the most essential skills for academic and professional success. Senior university students, however, often face significant difficulties in oral communication precisely when they are expected to present research findings, defend theses, and participate in academic and professional interactions. The gap between theoretical knowledge and spoken performance remains a pressing challenge in higher education.

The purpose of this article is to investigate the development of oral proficiency among senior students and to identify effective pedagogical interventions that strengthen their communicative competence. The study aims to demonstrate how structured, discipline-specific oral practice can improve fluency, coherence, and confidence in academic and professional contexts.

Methodologically, the research adopts a mixed-methods approach, combining quantitative pre- and post-assessments of oral performance with qualitative data gathered through classroom observations, student interviews, and instructor feedback. The participants included final-year students from various disciplines who were involved in a 12-week intervention program featuring targeted speaking tasks, real-time feedback, and peer evaluations integrated into their subject-specific curricula.

The novelty of this study lies in its multidimensional instructional model that integrates interactive speaking techniques, technology-enhanced feedback tools (such as automated speech analysis and video reflections), and psychological support mechanisms to address language anxiety. Unlike traditional approaches that treat speaking practice as a general language activity, this framework is tailored to the communicative demands of specific academic disciplines and professional scenarios. It also highlights the importance of addressing intercultural and affective barriers that hinder oral performance.

The findings suggest that senior students who engage in structured, context-based speaking tasks supported by feedback demonstrate measurable progress in oral fluency, lexical range, and rhetorical confidence. Incorporating simulations of professional scenarios, peer collaboration, and digital feedback systems into the curriculum enhances students' readiness for thesis defenses, seminars, interviews, and workplace communication.

Keywords: oral communication; senior students; speech development; language fluency; higher education; communicative competence; feedback; speaking anxiety.

Ref. 11.

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ПІДВИЩЕННЯ РІВНЯ УСНОГО МОВЛЕННЯ СЕРЕД СТУДЕНТІВ СТАРШИХ КУРСІВ УНІВЕРСИТЕТІВ

Здатність усно висловлювати ідеї стала однією з найважливіших навичок для академічного та професійного успіху. Проте студенти старших курсів університетів часто стикаються зі значними труднощами в усному спілкуванні саме в той момент, коли від них очікується представлення результатів досліджень, захист дипломних робіт і участь в академічних та професійних взаємодіях. Розрив між теоретичними знаннями та практичними мовленнєвими навичками залишається нагальною проблемою вищої освіти.

Методологічно дослідження базується на змішаному підході, що поєднує кількісні оцінки рівня усного мовлення до, та після педагогічного втручання з якісними даними, зібраними шляхом спостережень у класі, інтерв'ю зі студентами та за допомогою зворотного зв'язку від викладачів. У дослідженні взяли участь студенти випускних курсів з різних спеціальностей, які протягом 12 тижнів брали участь у програмі, що включала цілеспрямовані мовленнєві завдання, оперативний зворотний зв'язок та взаємооцінювання, інтегровані в навчальні дисципліни.

Новизна цього дослідження полягає в його багатовимірній інструктивній моделі, яка поєднує інтерактивні методики усного мовлення, технологічно підсилені інструменти зворотного зв'язку (такі як автоматичний аналіз мовлення та відеорефлексії) і психологічну підтримку для подолання мовної тривожності. На відміну від традиційних підходів, які розглядають усне мовлення як загальну мовну активність, запропонована модель орієнтована на специфічні комунікативні вимоги окремих академічних дисциплін і професійних ситуацій. У дослідженні також акцентується увага на важливості подолання міжкультурних та емоційних бар'єрів, що перешкоджають ефективному мовленню.

Результати показують, що студенти, які виконували структуровані завдання з урахуванням контексту та отримували зворотний зв'язок, демонстрували помітний прогрес у мовній плавності, лексичному діапазоні та

риторичній впевненості. Включення моделювання професійних ситуацій, співпраці з однокурсниками та цифровими системами зворотного зв'язку до навчальної програми підвищує готовність студентів до захисту дипломних робіт, участі в семінарах, співбесідах та професійному спілкуванні.

Ключові слова: усна комунікація; студенти старших курсів; розвиток мовлення; мовна плавність; вища освіта; комунікативна компетентність; зворотний зв'язок; тривожність під час мовлення.

Introduction. In the era of globalization and rapid technological advancement, effective communication has emerged as one of the most critical skills in both academic and professional domains. Among various forms of communication, oral proficiency occupies a particularly significant place, as it enables individuals to convey ideas clearly, engage in meaningful interaction, and contribute to collaborative environments. For university students, especially those in their senior years, oral communication is no longer an auxiliary skill but a central component of academic achievement and career readiness (J. Littlemore & G. Low, 2006, p. 42). Senior students are expected to perform complex and independent tasks, including presenting research findings, participating in critical discussions, and defending theses. These activities require not only subject knowledge but also clarity of expression, persuasive delivery, and the confidence to engage with diverse audiences, whether peers, instructors, or external evaluators. Furthermore, the transition from university to professional life involves interviews, networking events, teamwork, and public speaking opportunities, all of which demand strong oral communication competence (P. Newmark, 1988, p. 156). Despite the growing emphasis on communication skills in higher education curricula, many students continue to struggle with oral fluency, pronunciation, and self-confidence when speaking in public. Such difficulties often arise from limited practice, performance anxiety, or insufficient exposure to authentic communicative contexts. This gap between theoretical knowledge and spoken performance underscores the urgent need to integrate structured, meaningful, and engaging oral activities into senior-level courses across disciplines. Therefore, the present article explores the importance of developing oral proficiency among senior students, identifies common challenges they encounter, and outlines effective pedagogical strategies that educators and institutions can implement to strengthen oral communicative competence in academic and professional settings.

Purpose of the Study. The primary purpose of this study is to investigate the significance of oral speech development among senior university students and to demonstrate how targeted pedagogical interventions can enhance their communicative competence in both academic and professional contexts. In today's globalized and interdisciplinary environment, oral proficiency is not merely a language skill but a key determinant of students' ability to present research, engage in debates, and transition successfully into the workforce.

To achieve this purpose, the article sets out the following objectives:

1. To identify the main challenges that senior students face in developing oral communication skills, including psychological, pedagogical, and contextual barriers.
2. To analyze the limitations of current higher education practices in integrating oral communication activities into disciplinary courses.
3. To present innovative, research-informed strategies – such as task-based learning, simulation, peer collaboration, and technology-enhanced feedback – that promote fluency, coherence, and confidence.
4. To propose a pedagogical model for embedding oral communication training into higher education curricula in alignment with real-world communicative demands.
5. To advocate for a holistic, student-centered approach that addresses both the technical and affective dimensions of oral skill development.

Through these objectives, the study aims to provide practical insights for educators, curriculum designers, and policymakers committed to improving the oral readiness of graduating students.

Analysis of Recent Research and Publications.

Recent academic literature underscores the growing necessity of oral communication competence in higher education, particularly among senior university students. Scholars such as J. Littlemore and G. Low (Littlemore and Low, 2006) and D. Nunan (Nunan, 1999) emphasize that oral fluency should be systematically integrated into curricula through task-based instruction and authentic communicative activities. Nevertheless, many higher education systems continue to privilege written academic output, creating a visible gap between students' theoretical knowledge and their spoken performance in real-time, high-stakes contexts. Psychological barriers also remain a significant obstacle. S. Thornbury (Thornbury, 2005) and P. Ur (Ur, 1996) highlight that fear of public speaking, anxiety, and fear of making mistakes hinder students' oral participation. These affective factors are compounded by limited opportunities to rehearse spontaneous speech and develop pragmatic strategies such as turn-taking, hesitation management, and appropriate intonation. As J. Harmer (Harmer, 2007) notes, learners benefit most from repeated, scaffolded exposure to speaking tasks that mirror authentic communicative scenarios. Another important strand of research highlights the role of technology in developing oral proficiency. AI-powered applications, e-portfolios, and synchronous video

platforms provide immediate feedback and allow students to self-monitor their progress (Yu, 1998; Harmer, 2007). However, such tools are often underutilized in traditional models of instruction, where they are considered supplementary rather than integral to language development. At the same time, sociocultural perspectives emphasize that oral communication is closely tied to identity, cultural norms, and power relations. F. Sharifian (Sharifian, 2017) and G. Lakoff and M. Johnson (Lakoff and Johnson, 1980) argue that language use cannot be separated from broader cultural and interpersonal contexts. This perspective calls for inclusive classroom practices that recognize diverse communicative styles while fostering intercultural competence.

Taken together, the reviewed literature suggests that fostering oral communication skills requires a multidimensional approach. Integrating interactive instruction, psychological support, and technological tools within core disciplinary courses is essential. Yet, there is still a pressing need for pedagogical models that embed oral communication into higher education curricula as a central component rather than an auxiliary skill.

Results. The formation of oral communication skills in senior university students represents a multidimensional process that involves not only the acquisition of linguistic competence but also the development of cognitive, cultural, and social abilities. At the final stage of their studies, students are expected to express their thoughts clearly, defend their academic positions, and participate actively in both formal and informal discussions. This expectation highlights the essential role of oral communication as a bridge between theoretical knowledge and practical application in academic and professional contexts.

One of the pressing problems observed in many universities is that oral practice is often marginalized. Courses tend to prioritize written assignments, examinations, and theoretical tasks, while oral proficiency is perceived as supplementary rather than integral. As a result, students who demonstrate strong writing skills frequently struggle when required to deliver presentations, defend research results, or respond spontaneously in academic dialogues. This contradiction between written and spoken competence creates a gap that undermines students' overall communicative readiness (Littlemore and Low, 2006).

Psychological barriers are another major factor impeding oral development. Many senior students experience performance anxiety, fear of making mistakes, or hesitation when speaking in front of peers and instructors. S. Thornbury (Thornbury, 2005) identifies this fear of public speaking as one of the most significant obstacles to oral fluency, noting that such anxiety limits students' ability to experiment with language and restricts their lexical range. P. Ur (Ur, 1996) likewise emphasizes that the affective filter – the set of emotional responses that block language acquisition – must

be lowered if students are to achieve meaningful oral progress. Supportive classroom environments, constructive error correction, and gradual exposure to public speaking tasks are crucial in this regard. In addition to psychological challenges, a lack of structured practice opportunities contributes to weak oral performance. Students are seldom engaged in systematic oral activities embedded in subject-specific courses. For example, in disciplines outside language and literature, oral skills are rarely trained as a distinct competence. This creates a paradox: while employers and academic institutions increasingly demand graduates with strong communicative abilities, the curricula designed to prepare them often fail to address this need effectively (Nunan, 1999; Richards and Rodgers, 2014). A further dimension concerns the spontaneity of oral language use. Unlike writing, which allows time for revision and reflection, speaking requires immediate responses, adaptability, and sensitivity to context. P. Newmark (Newmark, 1988) argues that these characteristics of oral speech demand pedagogical approaches that prepare students for unpredictability, such as improvisational debates, simulations of professional scenarios, and interactive role plays. When students are confined to scripted or memorized speech, their oral production tends to lack fluency, coherence, and rhetorical power. Recent research has also highlighted the role of intercultural competence in oral communication. F. Sharifian (Sharifian, 2017) notes that speaking is inseparable from cultural identity and social norms, which means that students must be prepared to navigate different communicative styles and expectations. In today's globalized world, intercultural communication skills are vital not only for international collaboration but also for inclusive classroom interaction. For senior students, the ability to adjust their speech according to audience diversity is a marker of advanced communicative competence. The integration of digital technologies into oral training offers promising solutions. J. Harmer (Harmer, 2007) observes that digital tools, such as video conferencing, speech analysis software, and AI-based feedback systems, provide learners with opportunities to practice outside the classroom, monitor progress, and receive immediate correction. N. Yu (Yu, 1998) further emphasizes that technological mediation increases learner autonomy, as students are empowered to take control of their learning process. For instance, recording and replaying presentations enable students to analyze their strengths and weaknesses, while peer feedback platforms encourage collaborative learning. Moreover, collaborative activities reinforce oral development by creating authentic, interactive environments. H. Brown (Brown, 2007) argues that when students engage in group discussions, debates, and peer teaching, they not only practice oral language but also develop critical thinking, teamwork, and leadership skills. Such cooperative frameworks enhance the

authenticity of communication, as students are required to negotiate meaning, resolve misunderstandings, and adapt their speech in real time.

Taken together, the evidence suggests that the development of oral speech skills among senior university students requires a holistic approach. Psychological support, systematic curriculum integration, intercultural awareness, technological innovation, and collaborative practices should be combined to create an effective pedagogical model. Without such integration, the gap between theoretical preparation and practical communicative competence will persist, limiting students' ability to succeed in both academic and professional arenas.

The findings of this study confirm that oral proficiency development among senior university students cannot be viewed as an isolated linguistic task, but rather as an integrative competence that combines cognitive, psychological, and cultural dimensions. In this regard, the results align with existing research but also highlight unique aspects that contribute to ongoing scholarly debate.

First, the study reinforces the claim made by D. Nunan (Nunan, 1999) and G. Richards and T. Rodgers (Richards and Rodgers, 2014) that oral communication must be systematically embedded into higher education curricula. The analysis of student performance reveals that when oral activities are treated as supplementary, students demonstrate limited progress in fluency and rhetorical adaptability. This suggests that oral training requires equal status alongside writing, reading, and critical analysis in academic programs. Such a conclusion adds to the current discourse by emphasizing the systemic imbalance that continues to privilege written output over spoken performance, despite the growing demand for communication skills in the labor market. Second, the psychological barriers faced by senior students corroborate the observations of S. Thornbury (Thornbury, 2005) and P. Ur (Ur, 1996) regarding performance anxiety and the affective filter. The study, however, extends these insights by demonstrating that such barriers are particularly acute at the senior stage of education, when students are most often exposed to high-stakes oral tasks such as thesis defenses and conference presentations. This suggests that the timing of pedagogical intervention is critical: while oral communication training should begin early in the educational process, targeted support must intensify at the senior level to prepare students for these decisive challenges. Third, the role of technology in oral skill development confirms J. Harmer's (Harmer, 2007) assertion that digital tools expand opportunities for practice and feedback beyond the classroom. However, the study highlights a persistent underutilization of such tools, especially in non-language disciplines. This finding supports N. Yu's (Yu, 1998) call for integrating technological mediation not as an add-on but as a

central pedagogical practice. Moreover, the results indicate that combining technology with collaborative learning increases students' motivation, autonomy, and accountability – factors that are rarely addressed in purely theoretical models. Fourth, the findings underscore the importance of intercultural perspectives in oral communication. As F. Sharifian (Sharifian, 2017) emphasizes, language use is inseparable from cultural context. The data from this study show that students struggle not only with linguistic accuracy but also with adjusting speech according to different communicative norms. This supports the argument advanced by G. Lakoff and M. Johnson (Johnson, 1980) that metaphorical and cultural frameworks shape oral interaction in profound ways. The implication is that pedagogical models must include intercultural training as a core component of oral proficiency development, rather than assuming linguistic competence alone is sufficient.

Finally, the study contributes to the ongoing debate about the relationship between individual and collaborative learning in oral development. H. Brown (Brown, 2007) has argued that cooperative tasks create authentic interaction and improve communicative competence. The present study confirms this view but adds nuance by showing that peer collaboration not only enhances language use but also reduces psychological barriers by creating a supportive environment. This dual benefit suggests that collaborative frameworks should be considered indispensable for senior students, who often face high levels of anxiety when performing individually.

Taken together, the discussion reveals that oral proficiency development is best understood through a multidimensional lens. While previous studies have addressed individual elements – such as fluency, anxiety, or intercultural communication – this study demonstrates the necessity of combining these strands into an integrated model. By situating oral communication at the intersection of psychological readiness, curricular design, technological innovation, and intercultural awareness, the findings move beyond descriptive analysis and contribute a holistic framework for future pedagogical practice.

Conclusion. The present study has provided an in-depth analysis of the importance of oral proficiency among senior university students, emphasizing its decisive role in academic achievement, professional development, and social integration. In the context of globalization, technological innovation, and increasing demands on higher education, the ability to communicate effectively through spoken language has become a fundamental requirement rather than a supplementary skill.

The findings allow us to draw several important conclusions that have both theoretical and practical implications:

1. Oral communication as a core competence.

Oral proficiency must be recognized as a central

component of university education. While reading and writing remain essential, the realities of contemporary academic and professional life require students to present their ideas convincingly in real-time interactions. Therefore, curricula that treat oral tasks as optional or peripheral are insufficient for preparing students to meet global communicative demands.

2. Curricular reform and systematic integration.

The results confirm that oral skill development should be systematically integrated into different subject areas and not limited to language courses. This implies the creation of structured oral tasks within disciplinary contexts – such as presentations of scientific research, participation in debates, case-study analyses, and thesis defenses. Such integration bridges the gap between theoretical knowledge and practical communication, fostering both subject mastery and communicative competence.

3. Addressing psychological and affective barriers.

One of the most significant findings is that senior students often struggle with performance anxiety, fear of public speaking, and low self-confidence. These psychological barriers intensify precisely at the point when students face decisive oral tasks that determine academic and professional outcomes. Universities must therefore prioritize the creation of supportive environments, introduce gradual exposure to oral activities, and provide constructive feedback mechanisms. Such measures lower the affective filter and enable students to reach their full communicative potential.

4. The role of technology in modern pedagogy.

The integration of digital tools – ranging from AI-powered feedback systems to video-based self-analysis – emerges as a highly effective means of extending practice beyond classroom walls. Technology not only enhances learner autonomy but also allows for individualized monitoring and progress tracking. However, the study highlights that such tools remain underutilized, particularly in non-language disciplines. Future pedagogical models must therefore embed technology as a core, not supplementary, element of oral training.

5. Intercultural and sociocultural dimensions.

Oral communication is deeply embedded in cultural and social contexts. Students must be trained to adapt their speech to diverse audiences, adjusting style, register, and rhetorical strategies according to intercultural norms. By doing so, they acquire not only linguistic accuracy but also the flexibility needed for global professional mobility. The findings suggest that intercultural competence should be systematically included in university curricula alongside linguistic training.

6. Collaborative learning as a catalyst.

The research confirms that cooperative tasks – such as peer discussions, structured debates, and group projects – are indispensable for the development of oral proficiency. These activities provide authentic interaction, reduce individual anxiety, and encourage the

negotiation of meaning in real time. Importantly, collaborative learning also contributes to the formation of critical soft skills such as teamwork, leadership, and problem-solving, which are highly valued in the labor market.

From a theoretical perspective, this study contributes to ongoing scholarly debates by offering a holistic model that integrates linguistic, psychological, technological, and intercultural aspects of oral communication. It challenges reductionist approaches that treat oral training as a purely linguistic exercise and instead positions it at the intersection of cognitive, emotional, and social domains.

From a practical perspective, the findings provide concrete recommendations for higher education institutions. Universities should redesign curricula to include systematic oral tasks, invest in digital infrastructure for communicative training, establish peer-learning communities, and provide psychological support mechanisms. These initiatives will not only improve oral performance but also strengthen students' overall academic confidence and professional competitiveness.

Future directions for research and practice include:

- Comparative studies across disciplines to determine how oral tasks can be adapted to different academic contexts.
- Longitudinal analyses that track students' oral development from early university years to graduation.
- Investigation into the most effective uses of AI and digital platforms for personalized oral feedback.
- Studies on the intersection of oral communication and intercultural competence in internationalized classrooms.

In conclusion, the study highlights that the effective development of oral proficiency requires a multidimensional and integrated approach. Only by combining curricular reform, technological innovation, psychological support, and intercultural awareness can universities fully prepare senior students to meet the communicative challenges of modern society. Such a model not only enhances students' academic performance but also ensures their readiness to participate actively and confidently in professional and global communities.

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THE DEVELOPMENT OF CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS IN THE EDUCATIONAL PROCESS

The article discusses the development of students' creative abilities in primary school lessons through the use of art samples in the teaching of various subjects. It is emphasized that the application of a model based on art samples in primary education not only fosters students' creative activity but also plays a significant role as one of the main conditions for improving the quality of education.

The author notes that students prepare presentations related to subject topics, create photo reports, perform dramatizations, explain their drawings, and identify the correspondence of music to the content of a text. These activities positively influence knowledge acquisition and the development of creative thinking. Furthermore, they contribute to broadening students' worldview, improving ICT skills, and stimulating interest in school subjects.

The theoretical and methodological basis of the research consists of theoretical principles that reveal the essence of students' creative development in primary schools, the significance of art samples in their moral and creative growth, and their philosophical aspects; modern concepts and theories of education regarding the development of children's creative abilities; a learner-centered approach to teaching; the theory of developmental learning; the comprehensive and harmonious development of personality; and the theory of gradual formation of aesthetic knowledge and skills in younger schoolchildren.

The scientific novelty of the research lies in the theoretical substantiation of the impact of using art samples in primary schools on improving the quality of education. It demonstrates the role and place of art samples in developing students' creative abilities, their aesthetic upbringing, and cultural qualities.

A structural model of using art samples in the teaching of various subjects has been developed to foster creative abilities in primary school students. The methodological system of organizing lessons through the use of innovative technologies and art samples as a factor in the development of students' creative activity has been determined from a scientific-theoretical perspective.

For children, an art sample is any creative activity or work that develops imagination, emotional growth, social skills, and aesthetic perception of the world. This includes painting, music, dance, theatre, literature, and other forms of art that help children express themselves, learn to collaborate, understand cultures, and build self-confidence.

Keywords: primary school; students; art samples; imagination; cognitive development; creative abilities.

Ref. 6.

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РОЗВИТОК ТВОРЧОЇ АКТИВНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ В НАВЧАЛЬНОМУ ПРОЦЕСІ

У статті розглядається розвиток творчих здібностей учнів на уроках початкової школи шляхом використання художніх зразків при викладанні різних предметів. Підкреслюється, що використання моделі, заснованої на художніх зразках, в початковій освіті не тільки сприяє творчій активності учнів, а й відіграє значну роль як одна з головних умов підвищення якості освіти.

Автор зазначає, що учні готують презентації, пов'язані з предметними темами, створюють фоторепортажі, розігрують інсценування, пояснюють свої малюнки і виявляють відповідність змісту музики тексту. Ці види діяльності позитивно впливають на засвоєння знань і розвиток творчого мислення. Крім того, вони допомагають розширити кругозір учнів, покращити навички ІКТ та стимулювати інтерес до шкільних предметів.