

Pragmatic scaffolding—a three-tiered framework to systematically unpack authentic content—addresses the cognitive challenges of raw materials. A 2024 Stanford study demonstrated that learners using this method improved situational fluency 27% faster than peers relying on passive immersion [6].

Cognitive personalization: adapting materials to learning styles.

Learners process authentic content differently, necessitating cognitive personalization. A 2024 Journal of Educational Psychology meta-analysis found tailored materials improved retention by 33% across auditory, visual, and kinesthetic learners [7].

The synthesis of global pedagogical innovations, cognitive science, and emerging technologies reveals a clear roadmap for optimizing language acquisition through authentic materials. To achieve faster and deeper learning, educators and institutions must adopt a multi-dimensional approach that balances exposure to real-world content with rigorous methodological scaffolding. Below are the empirically grounded solutions derived from the analysis:

It is necessary to adopt a three-phase framework for all authentic material integration.

Phase 1: Observation

This phase involves using short, context-rich clips (e. g., 2-minute news segments, film dialogues) to minimize cognitive overload.

Phase 2: Deconstruction

At this phase a teacher has to break down materials into linguistic (grammar, vocabulary), pragmatic (tone, register), and cultural components. The teacher can use such tools as AI-powered apps like LinguaDecode auto-annotate videos with notes on idioms, cultural references, and speech patterns.

Phase 3: Application

A teacher simulates real-world tasks: role-plays, debates, or writing responses (e. g., a rebuttal to a podcast's argument). For example, after analyzing a TED Talk on AI ethics, students draft policy recommendations using the speaker's rhetorical strategies [8].

Conclusion. The future of language education lies not in discarding textbooks but in curating authenticity – strategically selecting, scaffolding, and personalizing real-world content. By merging AI's analytical power with human empathy, teachers can create immersive ecosystems where learners rapidly internalize not just words, but the worlds those words inhabit. As generative AI evolves, its greatest promise may lie in democratizing access to these methodologies, ensuring that a student in any country can decode a Parisian podcast or a Seoul street interview with equal precision and cultural insight.

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GROUP COHESION IS A KEY TO SUCCESSFUL LEARNING

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Resume. This article reveals the role of group cohesion in learning process. Various characteristics of cohesive groups are given. The technology of group interaction is given.

Key words: group cohesion, group dynamics, interaction

Introduction. The period of university studying is a vital stage of human socialization. All participants need to be respected, protected, and satisfied both in their academic pursuits and social interactions. The individual behavior of students, as well as the group dynamics, have their own peculiarities. Educators need to possess a comprehensive understanding of group processes in order to encourage positive development and effectiveness.

Main part. One of the crucial factors that influence the effectiveness of learning process in groups is the level of group cohesion. This idea is defined as the social integration of members through the resources exchange and mutual commitment to collective objectives aimed at accomplishing team goals. Group cohesion is particularly important in collaborative settings, as it facilitates the development of trust, knowledge sharing, and idea generation, which are essential for problem-solving. Recent researches show that groups with high levels of cohesion have better productivity and higher performance compared to groups with lower cohesion. [1]

A cohesive group is a group where all the members of the group are accepted and cooperate, working together towards and committed to common goals, and when subgroups are also integrated into the class as a whole, ensuring a group identity. Generally, in such a positive group climate, learners are more inclined to be engaged and focused on the goal of learning.

The process of fostering group cohesion in small groups in face-to-face educational settings has been extensively researched for many years. The strength of group cohesion in these contexts is often linked to improved performance, leading to a productive collaboration that enhances knowledge sharing and innovation within the learning environment.

Cohesion serves to unify and interconnect group members, fostering a sense of belonging and shared purpose. Teams characterized by strong cohesion tend to positively influence members' morale, job satisfaction, and motivation. It is posited that effective teamwork is dependent on group cohesion, irrespective of the individual skill levels of team members. In collaborative learning environments, cohesion within small groups often leads to enhanced trust in the sharing of ideas and information, which, in turn, promotes learning.

The technology of group interaction is aimed at developing personal qualities, such as:

- ability to accept common goals and identify them with personal ones;
- ability to coordinate provided functions, making them in a strict sequence according to a particular program that involves tasks for each member;
- the ability to take another person's point of view;
- the ability to communicate in order to use received knowledge and skills while making a group decision. [1]

Positive group development processes can reward the group's members and provide the necessary driving force to pursue group learning goals beyond our expectation.

Group cohesion shows the degree of convergence of opinions, assessments, and positions of individuals on important problems in the group. This coincidence isn't a result of communicative practice, but is due to active educational interaction. This idea serves the basis for communicative practice between group members and encourages intensification of their connections.

Usually group cohesion develops gradually, and many of the stages of group formation will contribute to it. [2, p. 100] Group cohesion is aided when the people in the group like each other, trust one another, and generally have positive inter-group relationships, including the relationships with the teacher. Cohesive groups can be thought of as being unified and focused on common goals. An additional way to promote positive group dynamics, especially during the early stage of group formation, concerns the establishment of group rules. Each group has its own social structure and accepted norms of behavior.

Collaboration and cooperation are key features of any successful working community of learning. However, in groups where the desire or need for harmony or conformity is too great, then there is a danger of "groupthink". In overly cohesive groups with a strong sense of group loyalty, learners may feel pressure to conform and not express conflicting opinions, with the result that creative and critical thinking within the class is smothered. Groups may also develop a norm of "mediocrity", which discourages group members from challenging themselves or realizing their full potential out of the wish not to disrupt the group cohesion or norms. Therefore, while we want to promote positive group cohesion, this must not come at the cost of individuality and critical thinking. Teachers must constantly encourage their students critical thinking in order to stimulate a healthy spectrum of differentiated prospects within the group.

Social groups are not static; they are constantly developing, often taking on new members while losing old ones. Individuals' feelings of group membership, or belonging to a group, inevitably change over time. People rarely feel an instant sense of belonging to any group, as these feelings take time to develop. Membership of group often begins through peripheral participation. New or prospective members often spend time either observing from the edges of the group or participating in minor roles. Over time, this peripheral participation facilitates recognition from other group members, which, in turn, encourages a fuller sense of belonging to the group and more active participation in its events. Individual members of a group rarely feel the same levels of belonging or commitment to a group and its norms at the same time. From a practical perspective, the ability to recognize and understand the signs of group membership and belonging is a valuable skill for all teachers. For language teachers especially, the nature of the subject being taught places an increased value on this skill. Social groupings of all kinds, from pairs to the whole class and communication between the members of those groups are essential features of formal language instruction. Effective management assumes that when individuals identify with group norms, and encouraging this sense of identification, are core tasks for language teachers. [3, p. 60]

Conclusion. Successful learning depends on many issues. It is complex and challenging process. Teachers should concentrate on promoting group cohesion, simultaneously address many of the needs of individual learners, such as their need for belonging, positive affective climates, supportive relationships, respect, trust, acceptance, and a purpose within safe, non-threatening learning environments. Positive group interaction means positive social relations for

individual learners in the group too. It is not possible to take the learner out of the group, nor the group out of the learner: attending to one means implicitly attending to the other. All language classrooms need to begin with helping to develop a positive set of interpersonal relationships in the group, which will, in turn, generate the positive classroom atmosphere, known as conducive to and necessary for successful language learning and use.

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BOOSTING ACADEMIC WRITING SKILLS WHILE ADDRESSING THE CONTEXT OF SDG ISSUES

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Resume. *The writing proficiency of students has been under considerable attention from educators for its complicated mechanisms and various approaches which have been undergoing significant changes in the course of technological improvements. Students capability and eagerness to combine theoretical knowledge with practical experience often lack professional supervision such as pedagogical strategies and novel modality. Thus, SDGs content as a global pool of diverse interdisciplinary issues, in combination with collaborative learning environment and computer assisted writing tools are intended to augment students` academic writing skills which are necessary not only to succeed in research positions and international opportunities, but is also pivotal for the professional growth.*

Key words: *academic writing skills, pedagogical strategies, SDG issues, critical thinking, instructions.*

Introduction. Nowadays, alongside with strong communicative skills, academic writing skills have become the most important skills for assessing students` professional knowledge and further professional accomplishment. Long enough, pre-sessional and in-sessional academic writing courses, touching upon a range of topics, have been developed to help students manage the overall outline of the essential elements: paragraph structure, functional styles and target audience which influence the choice of writing aspects such as formality, cohesive devices, supplying evidence, avoiding plagiarism and others. What is more, collaborative learning, critical thinking and autonomous learning are viewed from another angle [1]. SDGs donate to the deeper insight of enduring ideas.

Main part. Writing an academic article, structured analytical feedback on the researched topic, is a multidimensional skill which requires mastery over syntax, vocabulary and style keeping in mind the ability to convey the ideas in a clear and coherent way. The marker of the academic proficiency today is not only the academic written product, but also a critical skill of judging the information taken from various sources. Though, still, the majority of learners, experience significant challenges, incorporating the lack of practice opportunities, inadequate feedback and cultural-linguistic interference while demonstrating independent thought.

The aim of the article is to find the pivot elements and mechanisms that lead to boosting academic writing skills among students studying a foreign language by integrating findings from recent literature and examining the best practices from diverse educational settings anchored by SDGs. This paper intends to shed light on how teachers and institutions can better support their students writing development. Moreover, in the light of technological advancements in digital communication platforms, new modalities of writing instructions are emerging. These include process oriented teaching methods, computer assisted writing environments and collaborative learning strategies that leverage peer feedback and online tools. Writing in a foreign language is inherently complex process as it demands not only grammatical accuracy and lexical knowledge, but also socio-cultural competence and theoretical skills.

Researchers noted that foreign language learners often exhibit “a linguistic threshold effect” there, whereby their written output may remain structurally simpler until their overall language competence reaches a critical level [2]. This phenomenon is compounded by the cognitive load associated with simultaneously processing language from the context. Hence, many scholars advocate for a process oriented approach to writing instructions that focus on multiple drafts, revision and feedback rather than a sole emphasis on final written products. Traditionally writing instructions have been between process oriented and product oriented pedagogies. The product oriented model places strong emphasis on the final written text and often involves rigid formatting and correctness criteria. In contrast, process oriented instruction encourages writers to engage in recursive writing processes including planning, drafting, revising and editing. Studies have demonstrated that process-oriented writing instruction can foster improved quality of written output as learners are given opportunities to reflect on their thought process, receive feedback and make interactive improvements.