

доповнення та зведена до фундаментальної частини — гену:

“Як я вже сказав, великі пояснювальні теорії — теорія Дарвіна (у сучасних версіях, що викладаються, наприклад, Докінзом) та сучасна біохімія — є редуктивними. Живі молекули — гени — це лише молекули, які підпорядковуються тим самим законам фізики та хімії, що й неживі. Вони не містять жодної особливої субстанції та не мають особливих фізичних властивостей. Вони просто у певних середовищах виявляються реплікаторами. Властивість реплікації дуже контекстуально, тобто вона залежить від тонких особливостей навколишнього середовища реплікатора: об'єкт може бути реплікатором в одному середовищі і не бути ним в інший. Властивість адаптації до ніші також залежить не від якогось простого фізичного атрибуту, властивого реплікатору в даний час, а від наслідків, які може викликати в майбутньому і в гіпотетичних умовах (тобто у варіантах цього середовища). Контекстуальні та гіпотетичні властивості по суті своїй похідні, тому складно зрозуміти, яким чином явище, яке характеризується лише такими властивостями, може бути фундаментальним явищем природи”. [1, 214]

Висновки

1. Результати дослідження підтверджують, що редукціонізм не є єдиним шляхом наукового пізнання. Пояснювальні теорії відіграють ключову роль у розумінні складних систем, забезпечуючи осмислення емерджентних явищ.

2. Аналіз підходу Д. Дойча показує, що пояснювальні теорії доповнюють редукціоністські пояснення, а не замінюють їх, що узгоджується з концепцією "доповнення редукціонізму".

3. Перспективи подальших досліджень: необхідно дослідити вплив пояснювальних теорій у різних галузях знань, зокрема в когнітивних науках, біології та штучному інтелекті.

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SECTION 14.

PEDAGOGY AND EDUCATION

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EDUTAINMENT IN TEACHING ENGLISH FOR ARTS STUDENTS

Over the past decade, the educational sector in Ukraine has faced significant challenges, including the COVID-19 pandemic and the large-scale military invasion by the Russian Federation. As a result, students have been engaged in online learning for nearly five years, necessitating the development of new strategies to maintain motivation and engagement in the learning process. In this context, informal teaching approaches and technological innovations have gained increasing relevance as they help sustain students' interest and improve learning outcomes.

One such approach is edutainment, a blend of education and entertainment, which has been widely recognized as an effective tool for enhancing student engagement across various age groups. Numerous studies have explored the application of edutainment in different disciplines, including mathematics [3], Ukrainian language for professional purposes, Ukrainian as a Foreign Language [5; 6], and Foreign language instruction [4; 1]. However, its role in teaching English to students of artistic disciplines remains relatively underexplored, despite the potential benefits it may offer in fostering both linguistic and creative competencies.

After reviewing several definitions presented by Mahenaz Haque in his research paper *Relevance of Edutainment in English Language Teaching* [1], we can conclude that **Edutainment** is an approach that merges entertainment and education to actively engage learners, making learning both enjoyable and effective. It uses multimedia elements such as sound, animation, video, and interactive experiences to hold learners' attention. By encouraging exploration, trial and error, and emotional involvement, it aims to create lasting learning experiences. This approach promotes individual growth by combining educational goals with entertaining resources like games, films, and websites, allowing learners to apply, analyze, and assess knowledge in an enjoyable and meaningful way.

To effectively implement edutainment in English instruction for arts students,

the following approaches can be used:

1. Acting out: drama and role-playing

Drama-based techniques provide a **communicative context** where students practice **pronunciation, intonation, and fluency** through scripted and improvisational performances. Thus, instead of just reading dialogues from a textbook, it would be more motivating to turn the classroom into a mini-theater. Students can be asked to improvise real-life situations – buying a new instrument, negotiating a contract, or playing a dramatic soap opera scene! "Hot-seating" is another activity where one student plays a famous person (Shakespeare, Harry Potter or Claude Debussy), and the class asks them questions while they stay in character. Muting a movie or a short animated film and challenging students to dub their own dialogues is a good way to improve speaking in a fun way.

2. Interactive Storytelling for Writing and Speaking Development

Storytelling techniques strengthen narrative skills, creativity, and syntactic fluency. By engaging in digital or live storytelling, learners develop cohesion and coherence in discourse. Collaborative storytelling using platforms like Storybird or podcasting fosters critical thinking and multimodal literacy.

3. Visual and Media Arts Integration for Multimodal Learning

The use of visual narratives, animations, and film analysis enhances comprehension and contextual learning by connecting language with imagery. This approach supports cognitive processing of linguistic structures through visual cues. Film-based discussions, subtitled video analysis, and image-based storytelling fosters deeper comprehension, inference-making, and analytical thinking in language learners.

4. Gamification and Digital Learning Tools for Motivation and Engagement

Game-based learning enhances intrinsic motivation, problem-solving, and adaptive learning skills. Digital platforms like Kahoot, Duolingo, Xperienify or interactive virtual simulations provide interactive, student-centered learning experiences that promote autonomy.

5. Podcasting and Radio Shows for Listening and Speaking Skills

Podcasts are a valuable tool for enhancing listening comprehension, as they familiarize students with a variety of accents, speech patterns, and pacing. By presenting vocabulary and commonly used expressions in meaningful contexts, they provide insight into real-life language use. Additionally, students can develop their intonation and rhetorical abilities by producing mini-podcasts, where they explore academic subjects, conduct interviews, or deliver news reports.

6. Virtual and Augmented Reality for Experiential Learning