

And finally, instant feedback. Digital tools provide instant feedback on the correctness of assignments, which allows students to quickly adjust their knowledge and avoid mistakes.

Despite the numerous advantages, the use of digital technologies for the development of lexical skills is also fraught with certain problems. The problem of the digital divide, when not all students have equal access to digital technologies and the Internet, remains relevant. It is also important to consider the need to develop digital literacy skills among both students and teachers in order to use digital tools effectively. There is also a risk of distraction, as digital devices can be a source of distraction, which can negatively affect the learning process. Finally, the issue of authenticity and quality of content is important: not all content available on the Internet is of high quality and reliable.

Nevertheless, the prospects for using digital technologies to improve lexical skills are enormous. With the development of artificial intelligence and machine learning, more intelligent and personalized tools will appear that will allow students to achieve even better results in learning foreign languages.

It is important that teachers use digital technologies consciously and purposefully, integrating them into the learning process and taking into account the individual needs and characteristics of their students.

**Conclusion.** In conclusion, digital technologies open up new opportunities for improving lexical skills. Customization, interactivity, accessibility, and multimedia are just some of the advantages that digital platforms, applications, and tools offer. The selection of appropriate digital platforms for English vocabulary acquisition should be guided by a comprehensive understanding of the cognitive processes involved in lexical acquisition. By aligning platform features with the distinct stages of vocabulary mastery, educators and learners can optimize the effectiveness of their vocabulary acquisition strategies and achieve long-term mastery. Further research is needed to evaluate the efficacy of different digital platforms in supporting these specific stages and to develop evidence-based guidelines for their implementation in foreign learning contexts, but we can already say that the skillful use of these tools makes the learning process more exciting and motivating. With the development of technology and the accumulation of experience in this field, we can expect even more significant progress in the future.

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## INTRODUCTION OF CONNECTIVIST LEARNING THEORY INTO THE CLASSROOM

The paper examines the issues of learning theories. The definition of notion *learning* is discussed. The key ideas of behaviorism and cognitive approaches are highlighted. The authors point out that evolution of these approaches was the development of connectivism theory. The paper studies the theory of connectivism. Different ways to apply the basic principles of connectivism in the education process using digital technologies are analyzed. The authors conclude that though connectivism theory is popular approach in methodology, it requires further implementation and testing.

**Key words:** learning theories; behaviorism; cognitive approach; connectivism.

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## ПРИМЕНЕНИЕ ТЕОРИИ КОННЕКТИВИЗМА В СОВРЕМЕННОМ ОБРАЗОВАНИИ

В статье рассматриваются ключевые вопросы теорий обучения. Обсуждается определение понятия *обучение*. Выделяются ключевые идеи бихевиоризма и когнитивного подхода. Авторы отмечают, что эволюция этих подходов привела к развитию теории коннективизма. В статье описываются принципы теории коннективизма. Анализируются различные способы применения принципов коннективизма в образовательном процессе с использованием цифровых технологий. Авторы приходят к выводу, что хотя теория коннективизма и является популярным подходом в методике обучения языкам, но она требует дальнейшего изучения.

**Ключевые слова:** теории обучения; бихевиоризм; когнитивный подход; коннективизм.

**Introduction.** The application of learning theories (LT) is very important to realize how people can learn. The process of learning involves getting and modifying knowledge, skills, beliefs, attitudes, and different behaviors.

The key aim of learning theory is to provide a basic approach for course design, to help teachers to create a positive learning environment. It defines the reasons for students' motivation, introduction of education technologies, and some academic performance outcomes. Besides, LT helps to develop students' skills, such as soft skills, critical thinking, reflection and self-development ability, thus, development of a personality in general.

So, learning theories describe how the learning process is carried out and provide pedagogical guidelines to enhance successful learning.

Definition of learning can be defined according to three criteria [1, p. 4].

- it involves change;
- it endures over time;
- it occurs due to experience.

**Main part.** Scientists discuss various theories that help us to understand learning. Thus, Knowles classifies two main groups of LT [2]. They study learning from the point of view of knowledge acquisition: as externally guided (such as behaviorist or connectionist) and as an internally guided (ex. cognitive, neuroscience, and brain-based learning).

According to behaviorism theory knowledge is obtained experientially. So, learning takes place as feedback to some external incentive, and rewards or punishment are considered as the most influencing factors. Behaviorism was a significant idea in the first half of the twentieth century, it explains learning in terms of observable phenomena.

Cognitive approach studies learning as a structured process to get, process, code, store and retrieve information. It focuses on the internal aspects of learning.

From a cognitive point of view the learning process is considered as an internal mental phenomenon that does not depend on what people do. These approaches to learning have significant implications for educational experience. Behavioral scientists suggest that teachers are to form the environment so that students can be able to respond properly to any incentive. Cognitive followers point out that learning should be meaningful and consider students' perception and environment. Both behavioral and cognitive approaches agree that differences among students and the environment can affect learning.

Further evolution of these learning approaches was the development of connectivism theory. It unites the ideas of learning to both internal and external factors considering technological innovations.

Foreign and domestic scientists study connectivism as a learning theory [3; 4; 5].

Siemens G. is known to be the first who introduced the connectivism approach as “a learning theory for the digital age” [6, p. 4]. He pays attention to the importance of new networking technologies that influence the way people search, teach and learn every day. “Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn. Learning needs and theories that describe learning principles and processes should be reflective of underlying social environments.”

The key principles of connectivism theory are presented by Siemens.

- Various opinions are the foundation of learning and knowledge.
- Learning is considered as a process of connecting different information sources.

- Learning may include other-than-human devices.
- The aptitude to study more is more important than what a person has already known.
- Continual learning means keeping connections.
- A basic skill is a potential to see connections between ideas.
- Accurate knowledge is the aim of learning activities.
- Decision making process is considered as a learning process itself. So, something that is right today may be wrong tomorrow.

These principles introduce a new model of learning in a digital era. So, a new model of learning is presented according to the following principles that include autonomy, connectedness, diversity, and openness.

*Autonomy* or independence means how learners consider their own way of learning. Students are expected to find appropriate information without instructions, i.e. without being guided.

Thus, control of teachers is less, and students can obtain autonomy in terms of getting knowledge.

*Connectedness* considers knowledge as a kind of connection between people and computers. “The idea that learning takes place across networked learning communities and information technologies is central to connectivism” [7, p. 676]. Learning takes place when everybody is connected to share ideas in the process of collaborative learning. Being a part of this network, a teacher plays the role of a peer rather than an authority person.

*Diversity* may represent different opinions, suggestions, and ideas of students, various sources of knowledge, even a demographic diversity. The educational environment and its resources must maximize diversity.

*Openness* is considered as the possibility to exchange opinions or resources through the collaborative network. Learners can work on the net according to their own knowledge, pace and preferences.

Some may name connectivism approach a learning theory of the 21<sup>st</sup> century. What makes it so topical? First, it implies effective application of technology, that is a key tool for learning. Secondly, it emphasizes the ability to search and process information.

The practical introduction of connectivism theory can be demonstrated by application of distance educational technologies with the development of Massive Open Online Courses (MOOCs). MOOCs have been developed to bring many people together as a big network to learn. The first MOOC had more than two thousand participants all over the world [8].

Also, using social networks is effective within the context of the theory of connectivism [3]. Social networks are a means of communication, education, collaboration and creative development. Connectivism theory considers social networks as the most significant learning tool. The teacher plays the role of a peer and encourages students to effectively use digital technologies. The connectivism approach allows students to use any resources that are available on the Internet. Students may write a blog or launch a podcast on some issues. These activities use technology together with group interaction.

Usually, the participants of the learning process read the blogs of teachers who introduce digital technologies into the classroom and learn about various IT tools that can enhance education. And of course, it is true that theory alone is not sufficient to learn, since a teacher monitors the educational process, and evaluates the knowledge gained by students.

**Conclusion.** So, from the very beginning, connectivism theory is considered as a kind of learning when students combine their thoughts and general information in a useful manner. It says that, firstly, technology is known as a key part of the learning process and, secondly, that connections help us to learn. It also highlights group work, supporting various points of view for decision-making. Connectivism approach accepts learning through social media, online net and blogs. Connectivism is rather a widespread approach in teaching process [9], but, it requires further discussion and testing.

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## USING MNEMONICS IN TEACHING CHINESE WRITING

The article explores the effectiveness of mnemonic techniques in teaching Chinese writing, particularly for non-native learners. Given the complexity of Chinese characters, mnemonics offer a creative and memory-enhancing approach to mastering stroke order, radicals, and character meanings. By associating characters with vivid imagery, stories, or familiar concepts, learners can improve retention and recall. The article reviews various mnemonic strategies, their application in educational process, and their impact. It concludes that mnemonics not only make learning Chinese writing more engaging but also provide a valuable tool for overcoming the challenges posed by the language's unique script.

**Key words:** mnemonics; Chinese writing; teaching; memory aids.

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## ИСПОЛЬЗОВАНИЕ МНЕМОТЕХНИКИ В ОБУЧЕНИИ КИТАЙСКОМУ ПИСЬМУ

В статье исследуется эффективность мнемонических приемов при обучении китайскому письму, особенно для учащихся, не являющихся носителями языка. Учитывая сложность китайских иероглифов, мнемотехника предлагает творческий подход к запоминанию порядка черт, радикалов и значений иероглифов. Ассоциируя иероглифы с яркими образами, историями или знакомыми понятиями, учащиеся могут улучшить запоминание. В статье рассматриваются различные мнемонические стратегии, их применение в образовательном процессе и их влияние. Делается вывод о том, что мнемотехника не только делает изучение китайского более увлекательным, но и является ценным инструментом для преодоления трудностей, связанных с уникальной письменностью этого языка.

**Ключевые слова:** мнемотехника; китайское письмо; обучение; средства запоминания.

**Introduction.** Considering the People's Republic of China's significance in today's world and the depth of Chinese culture, learning Chinese is highly valuable. However, Chinese presents unique challenges, especially when compared to languages that use alphabets due to its distinct grammar. The most significant hurdle for learners is the Chinese writing system, which relies on thousands of complex characters (hieroglyphs). Each character requires memorization of its specific form, meaning, and pronunciation. Many students rely on rote memorization (or “cramming”) when learning characters, a method which is ultimately ineffective for Chinese. This is largely because the unique characteristics of the Chinese language are often overlooked.

**Main part.** According to Karapetyants and Tan Aoshuang, “Chinese, which is spoken by a fifth of the world's population, is indeed “different”, its sign system uses other ways of encoding” [1, p. 3]. Unlike the writing systems of European and numerous other languages, Chinese writing was primarily visual, focusing on recording what was seen rather than what was spoken. This approach simplifies the process, as it did not require the differentiation of sounds from speech or the development of a complex system of symbols — like letters — to represent those sounds. Instead, the Chinese originally employed drawings, leading to the creation of the first hieroglyphs, which included pictograms and index symbols. Pictograms represent objects through simple illustrations (for example, “月” for “moon,” “下雨” for “rain” and “日” for “sun”), while index symbols abstractly depict basic concepts (such as “上” for “top” “下” for “bottom” and “中” for “middle”).

According to the “Law of the People's Republic of China on Common Language and Writing”, the national language is Putonghua (普通话 pǔtōnghuà), and the written language is the normative hieroglyphic script (规范汉字 guīfàn hànzi). A hieroglyph is a written sign in Chinese language that has spelling, reading, and meaning.