

lyze learners' responses to recommended games and iteratively refine the corpus. Emotional resonance becomes a measurable and adjustable dimension rather than a byproduct.

Integrating memes into GBL can increase motivation by bridging leisure and learning, keep content dynamic through AI-driven updates, and personalize emotional fit via survey and embeddings [3]. Memes often rely on irony or taboo themes, requiring careful moderation. Their ephemerality means content can become outdated quickly. Equity concerns arise when learners are not immersed in the same digital cultures. Given memes' unregulated circulation, safeguards are essential: ensure proper attribution, moderate for offensive content, and avoid reinforcing stereotypes.

Conclusion. The Fillion_arcades project illustrates how emotional engagement can be intentionally integrated into game-based learning via meme-driven design. By situating humor and cultural relevance at the center of linguistic practice, affect emerges as a primary mechanism for learning. Future work should empirically measure learning outcomes across diverse cohorts and examine how emotional tones (humor, irony, nostalgia, empathy) influence acquisition and retention.

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SIGNIFICANCE OF ENGAGEMENT STRATEGIES IN THE LECTURE AT THE UNIVERSITY

Introduction. The aim of this article is to substantiate the need to study engagement strategies to improve learning lecture materials by university students. Lectures are a fundamental mode of instruction in higher education, designed to impart knowledge efficiently to large groups of students. However, the traditional lecture format often faces criticism for passive student involvement and limited interaction, which can negatively affect motivation and learning outcomes.

In the context of Generation Z's difficulty in systematically perceiving educational material presented in a traditional lecture format, studying strategies to engage undergraduate students in assimilating lecture content becomes especially important. Moreover, due to the inclusion of English-language lecture courses in the curricula of the first and second levels of higher education in the Republic of Belarus, the real needs of specialists and researchers, as well as the increasing demands of the international, intercultural professional and scientific space, this problem becomes even more complex and urgent [1, p. 119].

A notable modern trend in pedagogical and linguodidactic research, is the increased integration of educational technology [2]. This development responds to the evolving landscape of higher education, where technology-enhanced learning environments facilitate more interactive, learner-centered approaches. The use of digital tools, multimedia resources, and online platforms supports the implementation of engagement strategies, offering innovative ways to promote active participation and deeper thinking.

Main part. In the Breakcold dictionary, the definition of engagement strategies is defined as carefully planned approaches aimed at attracting and maintaining the interest, involvement, and loyalty of a target audience to create meaningful and effective interactions [3]. The study by Modern Campus describes engagement strategies as methods and techniques designed to increase active student participation in the learning process through collaborative tasks, interactive activities, and technologies that support motivation and comprehension [4]. According to Xello, engagement strategies consist of systematic actions aimed at actively involving participants by capturing their attention, emotional investment, and cognitive engagement, which is especially crucial for ensuring ongoing and sustained interaction [5]. In the realm of digital marketing, Adogy defines engagement strategies as deliberate efforts to develop relevant and compelling content that encourages users to interact and strengthens brand loyalty [6].

In education, engagement reflects the active involvement that fosters motivation and learning outcomes. To substantiate the need for engagement strategies, a survey was conducted among university students to assess their level of involvement in learning lecture materials. The analysis of the survey data revealed that many students experience a lack of active participation and motivation in traditional lecture settings. These findings underscore the necessity of implementing engagement strategies to enhance student participation and cognitive involvement.

Based on these definitions, it is evident that the core of engagement strategies lies in systematically organized and purposeful methods directed at activating, maintaining, and deepening audience interest and involvement to improve the quality of interaction and achievement of intended goals.

Engagement in the university lecture refers to the active involvement of students in the learning process – cognitively, emotionally, and behaviorally [7]. Effective engagement strategies include interactive questioning, multimedia use, group discussions, and real-life problem solving, all aimed at breaking the one-way communication.

Active engagement supports the development of critical thinking and deep learning, which are essential for university students to master subject content and apply knowledge in practical contexts. Different pedagogical strategies — such as scaffolding, feedback loops, and peer interaction — are instrumental in motivating students, especially in large lecture settings where individual attention is limited [8, p. 3].

In addition to individual student benefits, engaged lectures create a more dynamic and inclusive classroom environment. This shifts the lecture from a monologic delivery to a dialogic interaction, enabling students from diverse backgrounds to connect and learn collaboratively [9]. It has been proved by the survey which was done among 40 students, preservice for language teachers by really engaged in the lecture.

Conclusion. Based on the theoretical framework and the survey results presented in the main part of this article, the importance of engagement strategies in university lectures is evident. These strategies facilitate active learning, heighten student motivation, and improve educational outcomes. Transforming lectures into interactive and inclusive sessions fosters a richer educational experience and better prepares students for intercultural and international professional contexts. Future research should focus on developing and testing specific engagement techniques to maximize their effectiveness within diverse higher education settings.

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THE VALUE OF THE 21ST CENTURY SKILLS IN FOREIGN LANGUAGE TEACHING

Introduction. In today’s quickly changing world, learning facts is no longer enough for students to succeed. In modern global environment requires people to apply knowledge creatively, solve unexpected problems, and adapt to new conditions. These abilities are known as 21st century skills, and they are becoming essential in education. Foreign language teaching represents a particularly important area for developing these skills, as language learning naturally involves communication across cultures, critical thinking, and creativity.

Main part. Defining the term “21st-century skills” poses a major challenge due to the lack of agreement among researchers. As noted by S. Lamb, the concept is “wide-ranging, rather vague and not easy to define. While the term has come to be used fairly widely in education, it is not always clear what it covers or means” [1, p. 11]. This view is echoed by other scholars, such as D. Chen, who points out the term is “treated as interchangeable with many of its synonyms” like “soft skills” or “life skills” [2, p. 5]. Therefore, it is important to recognize that we are not dealing with a fixed, agreed-upon list, but a dynamic concept that responds to changing educational and societal needs.

Still, even without one perfect definition, a common framework has emerged, often called the 4 Cs: Critical Thinking, Collaboration, Communication, and Creativity [3]. These are often expanded to include Self-Learning [4, p. 3].