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CURRENT TRENDS IN TEACHING ACADEMIC DISCIPLINES

Abstract. This article deals with modern trends in teaching academic disciplines and foreign languages: *artificial intelligence, online education and Soft skills*. The focus is on the components of Soft skills, which we have attributed to modern trends in studying academic disciplines, in particular, mastering educational material, namely critical and creative thinking, effective communication, adaptability, youth student slang, empathy and compassion, and active listening. The focus is on the new words and phrases in the process of mastering academic disciplines, in particular, youth student slang.

Modern trends in teaching academic disciplines indicate a transition to a flexible, innovative and personally oriented model of education. Further development of the educational sphere is associated with a harmonious combination of traditional pedagogical values and the latest technological capabilities. The effectiveness of these processes depends on teachers' readiness for continuous professional development, openness to innovation and the ability to adapt to the rapid changes of modern society.

Keywords: modern trends, academic disciplines, learning process, teachers, students, learning, mastery, online education, Soft skills, slang.

Problem setting. Teaching academic disciplines in the 21st century is undergoing a profound transformation under the influence of digitalization, globalization, interdisciplinarity and changing roles of participants in the educational process. Education is gradually moving from a traditional knowledge model to a competency-based model focused on the formation of practical skills, critical thinking, creativity, and the ability to self-study.

One of the leading trends is the integration of digital technologies into the educational process. The use of online platforms, learning management systems, interactive resources, virtual laboratories and artificial intelligence contributes to the personalization of learning, expanding access to educational materials and increasing the motivation of students. The digital environment provides flexibility in choosing the forms and pace of learning, which is especially relevant in the conditions of distance and blended education.

Modern trends in teaching academic disciplines are rapidly developing with related sciences, despite the full-scale invasion of russia. Trends in teaching academic disciplines is a series of new publications that open up original perspectives in our understanding. Modern editions of books in which the most recent works on key areas of the educational process are published, from various theoretical studies that offer new methods and approaches to the study of academic disciplines, particularly English.

Modern trends in teaching academic disciplines are new methods of advanced research based on solid empirical data on academic subjects in their various manifestations, including gestures in language acquisition. They consider linguistic variability in its synchronic and diachronic dimensions, as well as in its social contexts, as important sources of information for a better understanding of the academic disciplines structure and linguistic systems, in particular, the ecology and language evolution, including foreign language acquisition.

Purpose and objectives of the study. To consider modern trends in teaching academic disciplines and teaching foreign languages: artificial intelligence, online education and Soft skills; attention is focused on the components of Soft skills, namely critical and creative thinking, effective communication, adaptability, youth student slang, empathy and compassion, and active listening. To focus on new words and phrases in the process of mastering academic disciplines, in particular, youth student slang.

Analysis of basic research and publications. V. Andrushchenko, V. Bykov, O. Bogucharova studied the modern trends in teaching academic disciplines. They considered studying the disciplines to be very important; however, they do not pay due attention to youth student slang and do not consider the components of Soft skills.

Presentation of the research material. We consider the modern trends in teaching academic disciplines: published monographs, defended dissertations, as well as scientific research that provide opportunities to consider controversial topics from different empirical and theoretical points of view. High-quality standards are ensured through anonymous review.

The study of modern trends in the development of academic disciplines and in education generally reflects the rapid adoption of the latest technologies. Changes in the global dynamics of scientific achievements and students' needs for mastering a foreign language are the driving forces of these changes.

Let us consider modern trends that, in our opinion, will be successful in education, in particular in the study of academic disciplines and the teaching of foreign languages: *artificial intelligence, online education and Soft skills.*

Artificial intelligence in the study of academic disciplines. Artificial intelligence helps to learn academic subjects by offering personalized and adaptive learning experiences. Best-practice methods such as TALKIO provide real-time feedback on key aspects such as pronunciation, fluency, and rhythm in foreign language learning. These technologies create immersive scenarios that mimic real-world interactions, increasing students' engagement in academic subjects, including foreign language learning, and enabling them to achieve native-like proficiency [1].

When studying artificial intelligence, it should be noted that the use of certain technologies has brought changes to the lifestyles of both students and teachers, including in the educational process and changed the methods and approaches to studying academic subjects and foreign language learning. That is why the use of artificial intelligence can affect the educational process and be destructive, as machines are designed to look and behave like students, thereby penetrating deeply into the educational process and changing the relationship between students and teachers [2].

It is modern methods of learning artificial intelligence that make learning more effective and adaptable, helping students master the educational material faster and more confidently.

Online education in the study of academic disciplines. Online education not only indicates the study of academic subjects; it also helps students to develop the necessary life skills. By managing their own schedule, using technology and communicating virtually with a teacher, students gain valuable experience that will serve them well in their future careers. As remote work becomes increasingly common, online learning helps them become more independent, technically savvy and adaptable to future professional activities.

The growing role of online education is changing students' attitudes towards the study of academic disciplines, particularly foreign languages, as they acquire the necessary skills and their own experience in further professional activities. Online courses dominate education, offering flexible, career-oriented learning paths. Students have an opportunity to quickly improve their professional qualifications without disrupting their regular academic schedule.

With the development of technology and the growing demand for a flexible learning environment, online education continues to open new opportunities for students of all ages. Online learning has become popular and makes it a necessary option for many students today.

One of the main reasons that students choose online learning is that it offers flexibility in studying subjects and does not affect their employment. If one of the students works, he/she has the opportunity to study the course material at a time convenient for him/her. Instead of being tied to traditional studies in an educational

institution, they can independently set their own schedule for studying academic subjects. This means that students can study at their own pace, focus on subjects that interest them, and even find time for extracurricular activities, interesting activities, or other commitments. For students who travel frequently, have special educational needs, or are involved in sports or the arts, online learning can greatly enhance their lives and their ability to work effectively as part of a team.

In online education, students often have access to a wide range of resources that go beyond the standard curriculum. Many online schools offer virtual libraries, tutoring, and even specialized courses that may not be available at a particular educational institution. In addition, support services such as academic advisors, technical support, and well-being support are usually available to help students succeed. The combination of quality resources and targeted support ensures that students feel guided and encouraged throughout the learning process.

The rise of online learning trends, therefore, marks a new approach to learning that is accessible to students and geared toward further mastery of the course material. For many students, this is the ideal choice to create a learning environment that supports their growth in learning, curiosity in learning the material. This can set students up for success in furthering their online education as a path to a degree and further development. As online education continues to evolve, it is shaping the future for students around the world. Whether students choose online learning as a full-time or as an additional form, it is clear that this new approach to learning will stay with them, offering limitless opportunities for education in the 21st century.

Soft skills are personal qualities of students that, as a rule, help them interact with teachers, adapt to new changes in the learning process, work in a team, and solve problems close to real-life situations. Soft skills do not belong to any one profession and they are not associated with it; they are difficult to measure, but they are crucial for successful professional activity and high productivity. Soft skills include sociability and emotional intelligence, in particular the ability to listen, negotiate, and empathise, as well as critical thinking and the creative ability to find non-standard solutions to the tasks set [3].

Let's consider the components of Soft skills, which we have attributed to modern trends in the study of academic disciplines, in particular, the mastery of educational material, *namely, critical and creative thinking, effective communication, adaptability, youth student slang, empathy and compassion, and active listening.*

Critical thinking, in our understanding, is the ability to think rationally and systematically, analyse situations, evaluate, and argue in order to create the best possible solutions to problems. This component helps students analyse and draw conclusions based on facts and not put

Effective communication is a written and oral skill that allows students to clearly convey the right message, taking into account the tone, timbre and manner of its delivery. This example of Soft skills is especially important for academic disciplines,

not only in higher education institutions but also in manufacturing, particularly in industries such as sales and customer service, which involve constant communication with customers. The ability to communicate in a simple and understandable way allows us to effectively meet the needs of customers and avoid further misunderstandings. Similarly, the ability to effectively convey ideas and thoughts to colleagues is also crucial for maintaining a constructive but positive culture in our team, regardless of the industry we work in. The ability of a teacher to professionally present educational material for study and the ability to explain it are two effective means of communication between students and educators.

Adaptability. Having adaptability skills means that we can easily adapt to any changes or unexpected situations. Because any learning process can be unpredictable, especially in modern conditions, when it is necessary to interrupt learning due to an alarm siren or not all students have the opportunity to work without an electricity supply. The ability to adapt allows students to remain open to other, or better, ideas, strategies and approaches in the learning process. In addition to flexibility to change, another key aspect of adaptability is the ability to learn certain techniques and processes to explore new possibilities. Soft skills are especially useful when we encounter unfamiliar situations in the learning process, especially in a constantly changing environment. Adaptability is especially important for communicating with students in the mastering process of new academic disciplines, as it helps to better understand the issues that arise in the learning process, as well as avoid various misunderstandings. With the adaptability help, it is easy to convey the ideas and opinions of colleagues, which are crucial for maintaining a constructive, positive conversation. On the other hand, we cannot deny the expression of a negative opinion, which is difficult to convey to students. For example, when one of them performed a task poorly or failed to cope with it. The teacher tries not to offend students on the one hand, and on the other hand, it is necessary to point out mistakes, give critical remarks and emphasise negative aspects. Since the educational process constantly needs updating, new words and phrases appear and develop in the process of teaching academic disciplines. The words, phrases and pronunciation used by students can be very different from those used by adults in their communication. Life in a multicultural society affects the study of academic disciplines, particularly language acquisition, especially for young people, whose friends often have different origins. Television and music also have a significant influence on the language of young people and the use of slang. Thus, students often use youth student slang when communicating with each other, which reflects their mood and attitude toward the learning process and the teacher himself. Sometimes the teacher tries to understand their statements and thinks about the slang correctness. Many of them relate to the topic of study, in particular, “*to botnuty*”, that is, to do homework and study educational material; “*shpora*” – an unofficial document containing unverified supporting information used by students in the educational process, often written on a small, rolled-up piece of paper, which students use for

exams and tests. And the opposite in meaning is the youth slang expression “*na easy*”, which in English means “easy”, “very easy”, “simply”, “without effort” or “without problems”. Students use this phrase to describe the quick completion of an individual assignment or test task. However, for some students who conscientiously study the educational material it will be “*na easy*”, and for others who do not pay enough attention to learning and use “*shpora*” which may contain “*dese*” – unverified and incorrect information, often deliberately false, distorted information or a rumor that is spread with the aim of misleading, deceiving or causing panic. This is a slang word used in colloquial speech as a synonym for a lie, fiction, or fake [5].

Slang related to relationships, in particular the popular student word “*crush*”, which in English means infatuation, passionate admiration, and often refers to a person who is very fond of, the object of a secret crush or strong sympathy. Usually, this feeling is unrequited or distant, and the person himself may not know that he is someone's crush [5].

The youth slang “*friend zone*” also attracts attention, which in translation from English means friendship zone. Such a situation indicates unrequited love, when one person feels romantic feelings for another, while the other perceives them as a friend. This slang highlights a complex psychological situation in which one person keeps the lover close, using confidence and emotional support, but not reciprocating.

In the circle of student relationships, slang such as “*cringe*” is often used, which in translation from English means to cringe, to feel ashamed. This slang word describes a feeling of embarrassment, shame or discomfort for the actions or words of another person. This is an emotional reaction to something inappropriate, senseless, shameful or excessively pathetic, which causes shame. Synonyms for the slang word “*cringe*” are considered shame, embarrassment, Spanish shame, “the feeling when you cringe” [4].

It is important to mention the common word from student slang as “*schiza*”, which comes from the abbreviation of the word “*schizophrenia*”. Students often use it to describe the strange behaviour of their friend or the clouded state of their consciousness and highlight absurd ideas. There are cases when they highlight some nonsense, but after thinking and coming to the conclusion that this idea does not apply to a certain topic at all. That is why in communication with others, they say that today in class I “was crazy”, that is, I answered not on the topic of the educational process. On the other hand, students who conscientiously master the educational material are leaders and are called “*tops*”, which in translation from English means “*booty navershyni*”, the highest position in the student rating; therefore, students with the best level of knowledge and who are used to studying well are the group leaders.

It can be noted that student slang is informal words or phrases that are used in oral speech rather than in written official messages. They are common among certain groups or subcultures to form an identity. Slang is often creative, metaphorical and changes quickly, and new terms can replace old ones. Slang is usually based on

anglicisms, abbreviations and emotionally colored expressions designed for quick communication and encoding of information [4].

Empathy. We include empathy as the Soft skills component. In our understanding, empathy is the ability of students to recognize and understand problems in the process of studying academic disciplines, particularly misunderstandings among colleagues and teachers. Empathy is the ability of teachers to see students' problems from the students' point of view and to feel his/her emotional state. If a teacher puts himself in the student's shoes, then he can act with compassion and do everything possible to improve the situation in the educational process, to feel the student's inner world, all his pain that fills him. By giving importance to Soft skills, we can tune in to the verbal and non-verbal signals of our students and recognize their feelings, concerns and disappointments. Thus, teachers can be more compassionate and responsive in solving students' problems, namely, to ask why someone did not complete the task and did not study the educational material. As a result, teachers will be able to work on providing assistance to such students and making appropriate decisions that satisfy the students. So, empathy also serves as a way to build better relationships with students and colleagues. This is the true meaning of empathy.

However, it is worth recognizing the meaning of *empathy and compassion*. In our understanding, compassion is a feeling of sincere concern for those who are experiencing something important or painful. Empathy involves actively sharing in a person's emotional experience. The confusion over this pair of words is likely due to the fact that the word "*sympathy*", which dates back to the 16th century, once had both of these meanings. When the word "empathy" was introduced in the early 20th century, it was used firstly in the context of philosophy, aesthetics, and psychology, where it still has a technical usage. The common usage of the word "empathy" as we know it today dates back to the mid-20th century.

Since sympathy has been in use since the 16th century, its greater age is reflected in a wider range of meanings, including "a feeling of loyalty" and "unity or harmony in action or effect". Ultimately, it comes from the Greek *sympathēs*, meaning "to have a common feeling, to sympathize", which is formed from *syn-* ("with, together with") and *páthos*, "experience, misfortune, emotion, state". Empathy was modelled after sympathy; it was introduced in the early 20th century as a translation of the German *Einfühlung* ("feeling" or "feeling into"). First used in the context of philosophy, aesthetics, and psychology, empathy continues to have technical uses in fields where sympathy is not used. Sympathy and empathy refer to a caring response to another's grief. While empathy refers to actively sharing another person's emotional experience, sympathy adds to that emotional experience a desire to alleviate the person's suffering.

Compassion and empathy in the educational process refer to the caring response of the teacher to the emotional state of the students, but a distinction is usually made between them: while compassion is a feeling of sincere concern for the students, since they perceive the state of war more emotionally and experience something significantly

important or painful in their lives, empathy involves active empathy for the emotional experience of such students. By empathy, we mean feeling other people's feelings, in particular, students'. So, if the students are in pain and the teacher feels it too, he feels empathy for them. If they are worried, the teacher should pick up and be imbued with such anxiety. If the students are sad and worried about something, then the teacher should be sad too and he should understand the sadness of the students and show empathy. This is what distinguishes empathy from compassion. Compassion means that the teacher attaches importance to caring for the students, values it, cares for them, but does not necessarily understand their feelings.

We also include active listening as a Soft skill because being able to listen is a respect for the speaker, namely the student or teacher. This allows teachers to fully focus on students' answers without interrupting them, so the teacher can thoughtfully answer students' questions or make evaluative judgments of their answers. Developing the skill of active listening is a problem and necessity not only for students, but also for teachers in particular, because being able to listen and be heard is the ability to understand people who ask for help. People who ask for help need to feel validated for their problems, so it is important to promote active listening in the educational process. This helps to increase students' satisfaction with learning the academic discipline, which leads to a deeper sense of trust in the teacher.

Active listening skills involve full concentration on the interlocutor, understanding him and responding to him, rather than just passive listening. Key techniques include *maintaining eyecontact*, nonverbal cues (head nods), asking open-ended questions, reframing to confirm understanding, and refraining from judgment to build trust and empathy in the conversation.

Active listening is a communication skill that goes beyond simply receiving words; it involves actively processing and seeking to understand their meaning and intent. Active listening techniques can improve communication and relationships. It involves being present, showing interest, noting nonverbal cues, and asking questions. It also involves reflecting on the conversation and listening for understanding while refraining from judgment [5].

Active listening requires being fully present in the conversation. This allows both students and teachers to focus on the message being conveyed and what is being said. Presence involves attentive listening, including the ability to tune into the other person's inner world while distancing oneself from one's own. It is a powerful skill for deeply connecting and engaging with the other person's emotions. During active listening, students' nonverbal behaviour is equally important. To show teachers and students that they are truly engaged, use open, non-threatening body language. This means that students should not fold their arms, smile while listening, lean in, and nod at key points. It can often be helpful to pay attention to facial expressions during active listening so as not to miss any negative reactions. It is important to maintain eye contact during active listening [5]. This shows teachers that students are present and listening

to what is being said during the lesson and that you are not distracted by anything around you. It is important to ask specific questions, not general ones that can be answered with a short “yes or no”, which often lead to limited answers. Specific questions indicate that students are interested in learning the material, as they show a genuine interest in mastering it. It is these questions that encourage thoughtful, detailed answers and indicate the level of quality of learning in the subject.

So, active listening helps teachers to be better heard and understood, and students to gain more information and understanding in the study of the academic discipline. On both sides of active listening in the learning process, both teachers and students feel more connected and inclined to cooperate, which is why it is such an important tool when it comes to communication.

Based on the material presented above, we will draw **conclusions and prospects for further studies.**

The modern education system is rapidly developing under the influence of social, technological and cultural changes. Teaching academic disciplines is undergoing significant transformations, which are due to the need to prepare generations capable of adapting to a fast-paced world. In the article, we made an attempt to consider modern key trends in teaching academic disciplines aimed at a deep knowledge understanding, the development of key competencies, and active interaction of students and teachers with the use of innovative technologies. This approach forms not only an educated but also a creative, adaptive personality, able to act confidently in the conditions of the modern world.

An important trend is the introduction of active and interactive teaching methods. Project activities, case methods, problem-based learning, gamification, and collaborative work form students' ability to apply knowledge in practice, work in a team and make responsible decisions. Thus, the educational process becomes more dynamic and closer to real professional situations.

The role of the teacher is also undergoing significant changes. He/ She ceases to be the only source of information and acts as a facilitator, mentor and moderator of the educational process. The main function of the teacher is to create conditions for personal development, form an individual educational trajectory and support the educational autonomy of students.

Another characteristic feature of modern education is interdisciplinary. The combination of knowledge from different fields contributes to the formation of a holistic worldview and the ability to comprehensively solve problems. The integration of humanitarian and technical disciplines, which meets the requirements of the modern labor market, is especially relevant.

An important component of modern trends is the focus on inclusiveness and equal access to education. Educational programs increasingly take into account the necessity the applicants' different categories, ensure the adaptability of educational materials and create a safe and tolerant environment.

In addition, the importance of formative assessment is growing, which is aimed not only at fixing results, but also at supporting educational progress. Assessment is becoming a tool for development, not just control.

Thus, modern trends in teaching academic disciplines indicate a transition to a flexible, innovative and personally oriented model of education. Further development of the educational sphere is associated with a harmonious combination of traditional pedagogical values and the latest technological capabilities. The effectiveness of these processes depends on the readiness of teachers for continuous professional development, openness to innovations and the ability to adapt to the rapid changes of modern society.

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СУЧАСНІ ТЕНДЕНЦІЇ У ВИКЛАДАННІ НАВЧАЛЬНИХ ДИСЦИПЛІН

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Анотація. У статті розглядаються сучасні тенденції викладання навчальних дисциплін та викладання іноземних мов: *штучний інтелект, онлайн-освіта та soft skills*. Зосереджується увага на складових *soft skills*, які ми віднесли до сучасних тенденцій вивчення навчальних дисциплін, зокрема опанування навчальним матеріалом, а саме *критичне та креативне мислення, ефективна комунікація, адаптивність, молодіжні студентські сленги, емпатія та співчуття, активне слухання*. Концентрується увага на нових словах та фразах у процесі опанування навчальними дисциплінами, зокрема молодіжних студентських сленгах.

Сучасні тенденції у викладанні навчальних дисциплін свідчать про перехід до гнучкої, інноваційної та особистісно орієнтованої моделі освіти. Подальший розвиток освітньої сфери пов'язаний із гармонійним поєднанням традиційних педагогічних цінностей і новітніх технологічних можливостей. Ефективність цих процесів залежить від готовності педагогів до постійного професійного розвитку, відкритості до інновацій та здатності адаптуватися до швидких змін сучасного суспільства.

Ключові слова: сучасні тенденції, навчальні дисципліни, процес навчання, викладачі, студенти, вивчення, опанування, онлайн-освіта, *soft skills*, сленг.

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