

PRACTICAL ASPECTS OF ADAPTIVE TEACHING

AND PREPARATION
OF DIGITAL MATERIALS
FOR INTERNATIONAL STUDENTS



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Admiral Makarov National University of Shipbuilding

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**PRACTICAL ASPECTS
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Methodological Recommendations

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The methodical recommendations outline a set of principles, requirements and practical guidelines for preparing educational and methodological materials for international students. The document integrates linguistic-didactic, intercultural, digital, and pedagogical approaches that ensure accessibility, structure, clarity, and inclusivity of educational content. Particular attention is paid to the principles of clarity, structured presentation, visualization, bilingualism, universal design for learning, cultural sensitivity, gradual progression, and interactivity. The recommendations provide a detailed description of requirements for the structure of syllabi, lecture materials, practical and laboratory work, self-study assignments, glossaries, and assessment rubrics. Significant attention is given to the digital organization of the course: construction of the logical architecture of the electronic environment, use of Moodle, Google Classroom, Microsoft Teams, H5P, interactive elements, multilingual content, cloud collaboration, and multimodal resources. Issues of academic integrity, copyright, digital material security, and data protection are also addressed. A separate chapter focuses on the instructor's intercultural sensitivity, avoidance of stereotypes and cultural barriers, selection of neutral examples, creation of bilingual resources, and development of inclusive communication. The principles of supporting the self-directed learning of international students through a combination of digital technologies, multimedia tools, and pedagogical guidance are also considered.

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CONTENTS

Introduction.....	4
1. Principles of developing educational and methodological materials.....	5
2. Recommendations on the structure of educational materials.....	9
3. Use of digital technologies in the preparation of educational materials.....	14
4. intercultural sensitivity in the preparation of educational materials.....	20
5. Support for the independent work of an international student.....	23
6. The role of the instructor in the process of preparing materials.....	25
Conclusions.....	27
List of sources used.....	28

INTRODUCTION

The preparation of educational and methodological materials for international students is a key element in forming a modern inclusive and culturally sensitive educational environment. Considering the internationalization of university education and the diversity of students' linguistic backgrounds, prior training, and cultural contexts, there is a growing need to create educational resources that ensure clarity, accessibility, pedagogical logic and psychological comfort. This document contains a systematic description of principles that ensure the quality of educational materials and support the successful integration of international students into the university's learning process.

The focus is on the principles of clarity, structured presentation, visualization, linguistic adaptation, cultural sensitivity, and universal design for learning. These principles ensure that the educational content is accessible to students with varying levels of proficiency in Ukrainian or English, features logical organization, examples, explanations of key concepts, and is accompanied by glossaries and visual elements. When presenting content, it is recommended to use simple syntactic structures, avoid idioms, provide definitions of terms, and include examples relevant to the students' international and cultural contexts.

A major part of the document is devoted to practical guidelines for instructors – recommendations for structuring materials, using small learning blocks, adding visual support, simplifying navigation, creating bilingual instructions, and ensuring transparent and comprehensible assessment criteria. The role of the instructor as the architect of the learning environment is emphasized – responsible for methodological decisions, communication style, appropriateness of examples, and pedagogical reflection. These factors significantly influence motivation, engagement and academic success of international students.

The document also highlights the importance of micro-assessment, gradual reduction of external control, development of learners' autonomy, and creation of a learning environment in which mistakes are treated as a natural part of learning. This approach reduces language barriers and increases student confidence, which is especially important for those studying in a new cultural environment.

The presented material is a practical tool for instructors, methodologists, program coordinators, and other participants in the academic process. It offers a systematic approach to creating educational materials that adhere to the principles of inclusivity, intercultural respect, pedagogical relevance, and modern digital standards. Its implementation will enhance the quality of the learning process, improve the educational experience of international students, and strengthen the university's international reputation.

1. PRINCIPLES OF DEVELOPING EDUCATIONAL AND METHODOLOGICAL MATERIALS

The development of educational and methodological materials for international students is based on a system of principles that integrate pedagogical, linguistic-didactic, and intercultural competencies of the instructor. Compliance with these principles ensures not only effective learning, but also fosters an atmosphere of respect, tolerance, and psychological comfort within the educational environment.

1. PRINCIPLE OF CLARITY (*linguistic clarity*)

The main goal of this principle is to ensure the accessibility of educational material for students with varying levels of proficiency in Ukrainian or English.

Materials should be written using simple, logical and clear language without complex syntax, idioms, or colloquial expressions. It is recommended to avoid jargon, abbreviations, and ambiguous terminology. Complex terms should be accompanied by short explanations or included in a glossary.

PRACTICAL GUIDELINES:

- use short sentences (15–20 words);
- limit the number of technical terms per page; introduce them gradually;
- provide each new term with a concise definition or glossary entry;
- avoid colloquial expressions, irony, proverbs, jargon, or complex constructions;
- use active voice instead of passive (“Analyze the system” instead of “The system should be analyzed”);
- phrase tasks using the pattern “action + object + criterion,” for example: “Compare the two systems in terms of energy efficiency.”

EXAMPLE:

- ✗ “Let us consider a somewhat controversial issue of applying the method within the context of modern engineering practice.”
- ✓ “Explain how this method is used in modern engineering practice.”

2. PRINCIPLE OF STRUCTURED PRESENTATION (*logical structure*)

A clear structure helps students navigate the topic, plan learning, and form a coherent understanding of the course.

REQUIREMENTS:

- each chapter or topic should follow a single logic: introduction – theory – examples – self-check tasks;

- use navigation elements: headers, subheaders, numbering, bullet points, key term markers;
- at the end of each topic provide a summary or “key takeaways”;
- break long materials into short modules (learning chunks) of 10–15 minutes of perception.

EXAMPLE
STRUCTURE:

- Goal and tasks
- Key terms
- Main concepts
- Example
- Assignment
- Self-assessment
- References

3. PRINCIPLE OF VISUALIZATION (*visual learning support*)

Visual elements compensate for language difficulties and support better comprehension.

RECOMMENDATIONS:

- use diagrams, block schemes, tables, graphs, drawings, icons;
- place images next to the corresponding text;
- highlight key ideas using color coding;
- use icons to mark information types  key idea,  example,  tip,  task;
- for technical subjects, create infographics with minimal English captions.

EXAMPLE:

understanding the principle of a generator is easier with a diagram than a multi-page text.

4. PRINCIPLE OF BILINGUALISM AND LINGUISTIC SUPPORT (*bilingual approach*)

Bilingual presentation is essential for adaptation, especially at the initial learning stage.

RECOMMENDATIONS:

- provide key terms in two languages (“керування (control)”, “передавач (transmitter)”);
- add English summaries at the end of each module;
- duplicate titles or key phrases in presentations;
- prepare glossaries with Ukrainian-English translations;
- use professional sources for terminology: IATE, Linguee, IEEE Glossary.

5. PRINCIPLE OF UNIVERSAL DESIGN FOR LEARNING (UDL)

Materials should be understandable and accessible to all students regardless of abilities or backgrounds.

MAIN PROVISIONS:

- provide the material in multiple formats: text, graphics, audio, video;
- use high-contrast fonts and backgrounds;
- use sans-serif fonts (Arial, Verdana);
- ensure text scaling;
- provide alt-text for images;
- apply color palettes accessible for color-blind students..

EXAMPLE:

A topic on a ship power system can be presented as:

1. text
2. diagram
3. short explanatory video
4. interactive 3D model

The student chooses the needed format.

6. PRINCIPLE OF PRELIMINARY ORIENTATION AND PREDICTABILITY

International students often need more time to navigate course structure, assessment rules, and deadlines.

RECOMMENDATIONS:

- prepare a course information package (Course Guide): goals, schedule, assessment criteria, instructor contacts;
- provide early access to all materials via Moodle, Google Classroom, or Teams;
- explain forms of academic communication: email etiquette, response time, citation rules;
- provide sample papers as models.

7. PRINCIPLE OF INTERCULTURAL SENSITIVITY (*cultural awareness*)

Materials should be free from biases, stereotypes, political hints or cultural dominance.

RECOMMENDATIONS:

- use neutral names and settings ("Student A from Country X");
- avoid illustrations with ambiguous meaning;
- consider holidays and religious restrictions (e.g., Ramadan);
- in technical cases, show international context.

8. PRINCIPLE OF GRADUAL PROGRESSION AND SUPPORT (*scaffolded learning*)

Materials should progress from simple to complex.

EXAMPLES:

- first provide examples with explanations, then similar tasks without hints;
- tests should move “from easy to difficult”;
- include supportive comments;
- show progress indicators.

9. PRINCIPLE OF INTERACTIVITY AND FEEDBACK

Each material should encourage active participation.

RECOMMENDATIONS:

- give short tasks after theory blocks;
- use QR codes, links to tests, videos, surveys;
- add a “My Reflection” field;
- provide interactive elements in digital materials..

The system of principles forms a methodological culture oriented toward diversity and respect. Preparing such materials is not only a technical task, but an act of pedagogical ethics and intercultural communication that ensures true inclusivity in higher education.

2. RECOMMENDATIONS ON THE STRUCTURE OF EDUCATIONAL MATERIALS

An effective structure of educational materials is not only a matter of logical presentation but also a key factor in ensuring accessibility, clarity, and predictability of the educational process for international students. Well-structured material helps the student navigate the course, anticipate the instructor's expectations, and reduces cognitive load and language difficulties.

1. GENERAL REQUIREMENTS FOR STRUCTURE

Every educational course should be based on a unified logic of presentation, where the student clearly sees:

- **what** they are studying (topic, purpose, expected learning outcomes);
- **why** it is important (practical value of the topic);
- **how** it will be studied (types of classes and assignments);
- **how** the result will be assessed (assessment criteria).

It is recommended to follow a *general-to-specific* structure, where each course module has a stable format and visual identity.

2. ELEMENTS OF THE EDUCATIONAL MATERIAL PACKAGE

Course syllabus. The course syllabus (course syllabus / guide) is the first orientation tool for an international student. It should contain not only a list of topics but also an explanation of the course purpose, expected learning outcomes, forms of assessment, grading criteria, schedule of consultations, and instructor's contact information.

A bilingual format (Ukrainian + English) is recommended.

The syllabus is the “**roadmap**” of the course and should include:

- general course information (title, credits, semester, instructor, language of instruction);
- purpose, tasks, expected learning outcomes (ILO);
- topics and short content descriptions;
- teaching methods and assessment forms;
- contact details for communication;
- rules of academic integrity.

RECOMMENDATION:

- create a bilingual syllabus (Ukrainian + English), or a Ukrainian version with English summaries of the main sections;
- for international students, include a “Quick Start Section” – a short guide on the learning structure at NUK (types of classes, grading rules, how to contact the instructor, etc).

Lecture materials (lecture notes / presentations).

Lecture materials should be visually clear, modular, and adapted for digital perception.

Presentation slides must be as visual as possible. Each slide should contain one idea or thesis, illustrated by an example, scheme, or image. Large text blocks should be avoided.

Key terms should be highlighted using color or bold formatting, and numbering should help maintain logical transitions between topics.

It is advisable to prepare adapted lecture texts – short lecture summaries, where each section ends with a brief summary in English. Such a format helps students verify their understanding of the material.

In methodological guidelines for laboratory or practical work, it is important to clearly outline the algorithm of actions and assessment criteria.

STRUCTURE OF A LECTURE:

- title of the topic, brief purpose, and key questions;
- list of key terms (with translation);
- theoretical content (3–5 main subtopics);
- illustrations, schemes, tables, photos, or graphs;
- short summary / Summary (UA + EN);
- comprehension check: 2–3 control questions or a mini-test;
- list of sources (indicating if international textbooks or standards were used).

TIPS:

- maximum 25–30 slides for an 80-minute lecture;
- one slide – one idea;
- use readable fonts (Times New Roman, Arial, Calibri, Open Sans), minimum 20 pt;
- highlight key terms with color or bold;
- use pictograms for navigation (e.g., 🔑 “Key Idea”, ⚙️ “Example”, 📄 “Summary”).

Methodological guidelines for practical and laboratory classes

Methodological materials should be highly structured and step-by-step, taking language barriers into account.

TYPICAL STRUCTURE:

- title of the work/class;
- purpose of the work;
- brief theoretical background (key concepts);
- equipment/software used;
- sequence of execution (step-by-step instructions);
- control questions;
- reporting format (sample report layout);
- assessment criteria.

EXAMPLE:

- Step 1. Open MATLAB / Simulink and load the template file “motor_control.slx”;
- Step 2. Modify input parameters as described below;
- Step 3. Run the simulation and save the result in the file “Result_YourName.mdl”.

Such structure allows a student, even with limited language proficiency, to understand the logic of completing the task.

Independent work of the student.

Materials for independent work should follow the principle of “**self-learning with support.**”

RECOMMENDED COMPONENTS:

- short lecture summary;
- list of self-assessment questions;
- tests with answers;
- report or essay template;
- approximate time needed for completion.

EXAMPLE
FORMAT:

Approximate time: 2 hours.
Tasks: Read Section 3.2 of the lecture notes.
Write a short summary (100–150 words) in English or Ukrainian.
Upload the file to Moodle before Friday, 18:00.

Glossaries and terminology tables.

Each module should include a thematic glossary – a short list of Ukrainian terms with English equivalents and definitions. This is especially important for technical and specialized courses.

A glossary is a mandatory element of educational materials. An example structure is shown in Table 1.

Table 1

Example of glossary structure

Term	Definition	Example / Comment
Academic integrity	A set of ethical principles and rules in learning	Prohibition of plagiarism
Inclusiveness	Ensuring equal access to learning for all students	Adapted learning materials
Adaptation	The process of adjusting to a new educational environment	Language, academic, and cultural support
Accessibility	Ability to use learning resources without barriers	Tagged PDFs, subtitled videos
Digital literacy	Ability to effectively use digital tools	Working with Moodle, Classroom, Teams

RECOMMENDATION:

- place the glossary at the end of each module or as an appendix to the syllabus, rather than only at the end of the course.

Assessment and evaluation materials

For international students it is especially important that assessment forms are clear, predictable, and transparent. It is recommended to

introduce students to sample evaluated works and criteria early in the course.

Tests, quizzes, and assignments should be written in simple language. It is advisable to avoid complex instructions or double negatives. If possible, add a sample of a completed assignment.

TYPICAL ELEMENTS OF AN ASSESSMENT PACKAGE:

- sample test questions;
- sample open-ended tasks;
- template for individual report/essay;
- evaluation rubric (see Table 2);
- instructions for group projects.

Table 2

Example of a rubric

Criterion	High level	Medium level	Low level
Understanding of material	Full understanding of terms and concepts, correct examples	Basic understanding with minor inaccuracies	Partial or superficial understanding
Task completion	Completed accurately, fully, following instructions	Partially completed, minor errors	Incorrect or significantly incomplete
Language quality	Structured text, correct terminology, no language errors	Minor errors that do not affect meaning	Errors that significantly hinder understanding
Independence	Shows independent work, personal arguments	Partial independence, template answers	No signs of independence or copied response

3. RECOMMENDATIONS FOR ORGANIZING MATERIALS IN THE DIGITAL ENVIRONMENT

The modern educational process is increasingly digital, requiring not only subject expertise but also competence in e-learning.

For international students, the digital learning environment is the **main channel** of communication, access to knowledge, and support, ensuring continuity of learning regardless of time, place, or language level.

The goal of organizing educational materials in digital platforms is to create a structured, intuitive, and linguistically accessible system, where the student easily finds necessary information, monitors progress, and receives timely feedback.

MAIN TASKS OF THE INSTRUCTOR:

- build logical digital course architecture (division by modules, topics, types of activities);
- ensure unified file formats and naming conventions to avoid confusion;
- create multilingual and inclusive content accessible for students from different countries;

- use Moodle, Google Classroom, Microsoft Teams, Miro, Mentimeter, etc., for communication and assessment;
- organize digital feedback via comments, chats, interactive polls, electronic rubrics.

The digital environment becomes not just a repository, but an interactive educational ecosystem combining learning, collaboration, support, and adaptation of international students to the Ukrainian academic space.

RECOMMENDATION:

- use unified file naming style, e.g.,: Lec_01_Introduction_EN-UA.pdf, Lab_02_Control_System.docx;
- create module-based folders in Moodle or Google Classroom (“Module Fundamentals”, “Module 2. Applications”);
- each module should include: lecture materials, practical tasks, independent work materials, short test;
- add “**How to use this course**” – instructions on using the platform, submitting work, and receiving feedback.

Proper preparation and structuring of educational materials for international students is not only a technical task but a pedagogically meaningful activity that defines the quality of interaction within the educational environment.

Well-designed materials form a comprehensive support system, ensure student autonomy, promote intentional learning, and minimize misunderstandings caused by language or cultural barriers.

Summarizing the presented recommendations, it is important to emphasize that structure, visualization, accessibility, and digital organization must work toward a common goal – to make the educational process clear, open, and flexible.

For the instructor, this means transitioning from the role of a knowledge transmitter to the role of a moderator of the learning environment, helping each student find their learning trajectory:

- **communicative** – materials explain the instructor's expectations without their presence;
- **motivational** – help the student plan their learning;
- **inclusive** – ensure equal understanding regardless of language or cultural context.

3. USE OF DIGITAL TECHNOLOGIES IN THE PREPARATION OF EDUCATIONAL MATERIALS

Modern pedagogical activity is impossible without the use of digital technologies that provide accessibility, interactivity, multilingual support, and adaptability of educational resources. For international students, digital tools play a particularly important role, as they allow them to:

- overcome language barriers through translations, subtitles, and automatic explanations;
- study at their own pace (self-paced learning);
- receive visual and audio cues instead of complex text;
- maintain continuous feedback with the instructor at a convenient time.

1. PRINCIPLES OF USING DIGITAL TECHNOLOGIES IN EDUCATIONAL MATERIALS

Integration Principle

Digital tools should complement rather than replace the pedagogical process. They are integrated into traditional teaching forms to create a unified educational environment.

EXAMPLE:

after a lecture, students receive a short video explaining the key concepts or an interactive Moodle quiz for self-assessment.

Adaptability Principle

Materials should automatically or manually adapt to students' needs: text scaling, translation options, adjustable video playback speed.

EXAMPLE:

presentations are created in Google Slides, allowing students to choose comment language or zoom in on images.

Multimodality Principle

Combining text, video, audio, graphics, and interactivity enhances understanding.

EXAMPLE:

theoretical material on automation is presented as a short video overview + a process diagram + a text instruction.

Accessibility Principle

All materials must be usable on various devices and comply with WCAG (Web Content Accessibility Guidelines).

PRACTICAL REQUIREMENTS::

- ensure contrast between background and text;
- use clear fonts (Arial, Calibri, Open Sans);
- add alternative text to images;
- include subtitles in videos (Ukrainian and English).

Cloud Interaction Principle

Teachers and students should share materials via cloud services to ensure continuous content updates.

EXAMPLES: | Google Drive, OneDrive, Dropbox, Moodle repositories

2. USE OF DIGITAL TOOLS AT DIFFERENT STAGES OF MATERIAL DEVELOPMENT

Preparation of Text Documents

Use MS Word, Google Docs, or OnlyOffice for collaborative creation of methodological guidelines; create bilingual document versions with integrated glossaries; add active hyperlinks to videos, diagrams, and references; use DeepL, Grammarly, Reverso Context for term translation – followed by pedagogical editing.

EXAMPLE: | In a laboratory assignment, the term “PID controller” is accompanied by a Ukrainian translation and a short footnote explanation.

Creating Presentations and Visual Materials

Visual learning tools are among the most effective for international students, especially when facing language or cultural barriers.

A well-designed presentation or infographic helps transform complex concepts into understandable visuals, supports attention, simplifies technical content, and makes learning dynamic and accessible.

For international students, visualization performs an illustrative and communicative function – replacing part of the verbal content, helping navigate topic structure, compare concepts, build logical connections, and align terms in two languages.

The teacher’s key task is to create visually clear, structured, culturally neutral materials suitable for classroom, online, and blended learning.

A presentation or visual material should:

- logically support the lecture or practical lesson content;
- be understandable regardless of language proficiency;
- contain short, clear phrases or keywords;
- combine text, images, symbols, and colors in a balanced visual format;
- include consistent bilingual or multilingual captions (UA–EN).

PRACTICAL RECOMMENDATIONS:

- PowerPoint, Canva, Prezi, Google Slides – for multilingual presentations;
- For technical specialties – Lucidchart, Draw.io, Miro – for schemes, processes, block diagrams.

TYPICAL PRESENTATION STRUCTURE:

- title slide with topic, instructor, and language support;
- 10–15 content slides (one idea per slide);
- short glossary (UA–EN) at the end;
- QR codes or links to additional resources.

EXAMPLE:	Topic: “Control of Electric Drives”
	Slide 5 – control system diagram (UA/EN labels).
	Slide 12 – short video fragment showing an experiment.

Creating presentations is not only a technical design process but also a pedagogical strategy aimed at building an inclusive learning environment where each student – regardless of language, culture, or experience – has equal access to understanding and participation.

Audio and Video Materials

Video content helps international students process material without excessive text load.

RECOMMENDED:

- short videos (3–7 minutes) explaining key concepts;
- video lectures with bilingual subtitles;
- tools like Loom, Panopto, OBS Studio, Screencast-O-Matic for screen recording with voice;
- QR codes added to printed materials linking to video instructions;
- saving in .mp4 format with moderate resolution (720p).

EXAMPLE:	in the lab work “Control of Drone Stabilization,” a QR code opens a 3-minute demonstration video with explanations in English.
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Interactive Elements

Interactivity increases student engagement.

RECOMMENDED:

- H5P – interactive videos, quizzes, simulations in Moodle;
- Mentimeter, Slido, Padlet – polls and feedback;
- Kahoot, Quizlet – terminology practice;
- ThingLink – interactive diagrams with multilingual captions.

ПРИКЛАД:	after studying “Environmental Monitoring Systems,” students complete an interactive map of sensors, clicking for short descriptions (UA/EN).
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Automation of Translation and Localization

For multilingual groups, it is important to support automatic content localization:

- Google Translate for Docs – quick translation;
- DeepL – accurate translation of technical terms;
- Subtitle Edit / Kapwing / YouTube Studio – automatic subtitles;
- LanguageTool, Grammarly – grammar and style checking.

The instructor must perform pedagogical editing of translations, especially in technical or engineering texts.

3. USE OF DIGITAL PLATFORMS FOR PUBLISHING AND DISTRIBUTING MATERIALS

In the digitalization of higher education – especially when teaching international students – the instructor must ensure convenient, safe, and organized access to materials in various formats.

Platforms such as Moodle, Google Classroom, Microsoft Teams, YouTube, or Vimeo make it possible to create a unified digital course environment with structured modules and clear navigation. This is essential for international students who may struggle with complex links or diverse cloud repositories.

An effective electronic platform must provide accessibility, modularity, and feedback.

The main page should include:

- course title,
- instructor photo,
- short welcome message,
- language support,
- mode of learning,
- consultation schedule,
- instructions “How to use this course.”

Each thematic block should contain presentations, lecture texts, glossary, videos, assignments, quizzes, and a forum/chat.

In Moodle or Google Classroom, the instructor can release materials gradually according to the schedule and use various activities: H5P, tests, discussion forums, upload tasks.

EXAMPLE:

- Moodle / Google Classroom: module-based material organization with release dates;
- integrated H5P elements;
- comments and questions under lectures.

Platforms also support asynchronous learning – important for students in different time zones. The instructor can attach short audio/video explanations, links to resources, examples, and textbooks.

Students receive digital feedback via comments, grades, and recommendations, forming an individual learning trajectory.

Multilingual accessibility is essential. The instructor may duplicate key instructions in English, use bilingual module titles, and add bilingual annotations.

EXAMPLE:	Instead of “Завдання 2”, write “Task 2 – Laboratory Report on Control Systems.”
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Platforms like YouTube, Vimeo, Panopto help store short lectures, add subtitles, and create module playlists.

EXAMPLE:	• YouTube/Vimeo closed channels for course videos; • bilingual subtitles; • playlists “Course Module 1–5.”
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All resources must be interconnected: platform → video → practical task → test → forum.

This creates a “closed learning cycle” that ensures orientation. Digital platforms should also ensure academic integrity and security. Access must be limited; all materials should include author attribution, year, and university.

Platforms serve as a full-fledged educational environment, supporting diverse cultural and linguistic communities and helping international students integrate into the academic space.

4. SECURITY AND COPYRIGHT IN THE USE OF DIGITAL RESOURCES

Digital materials are not only educational tools but also intellectual property. It is important to ensure copyright protection, academic integrity, and information security.

Educational resources – texts, presentations, videos, diagrams, methodologies, databases, interactive tasks – are copyright objects.

The author is the person whose creative work produced them.

When uploading materials to Moodle, Google Classroom, or open platforms, it is necessary to indicate:

- author's name,
- position,
- university,
- year of creation.

RECOMMENDED NOTE:

“Materials provided for educational use. © National University of Shipbuilding named after Admiral Makarov, 2025.”

When using external resources, the instructor must cite properly. For Creative Commons materials, the license type must be checked (e.g., CC BY-NC-SA).

International students should be taught copyright rules as part of academic culture.

Security also includes storing files only on official or secure cloud platforms with encryption and limited access (“view only”).

Backup copies should be made regularly.

Personal data protection is essential: names, grades, photos must not be shared publicly. Tests and assignments must be configured so only the student and instructor see the results.

A balance between openness and copyright must be maintained. Resources should include markings such as “educational use only.” Video materials should include credits with university logos and author information.

Compliance with security and copyright principles is part of an inclusive, ethical digital learning environment. It protects the instructor’s intellectual work, ensures content quality, and supports academic standards.

For international students, this shapes responsible behavior in a global academic community.

4. INTERCULTURAL SENSITIVITY IN THE PREPARATION OF EDUCATIONAL MATERIALS

Intercultural sensitivity in higher education refers to a teacher's ability to recognize, understand, and respect the cultural differences of learners, integrating these features into the educational process. For universities that teach international students, it becomes a key component of pedagogical mastery, as it influences not only communication quality but also learning effectiveness, motivation, and students' psychological comfort.

In the preparation of educational materials, intercultural sensitivity means creating content that considers cultural contexts, symbolism, linguistic features, religious values, communication styles, and social norms of different countries. This is not only a matter of tolerance but also a scholarly and pedagogical approach grounded in the principles of intercultural pedagogy, humanistic psychology, and cognitive linguistics.

A teacher preparing materials for a culturally diverse audience must first avoid ethnocentrism, meaning the tendency to evaluate other cultures through the lens of one's own. In practice, this means that examples, case studies, or illustrations should not contain elements that may be unclear, inappropriate, or potentially offensive to learners from other countries. For instance, humorous expressions, local political references, specific social stereotypes, or cultural symbols with ambiguous meanings should either be explained or replaced with neutral alternatives.

Intercultural sensitivity is also expressed in the language used in educational materials. The teacher should choose clear, concise, grammatically correct language, avoiding complex metaphors, local idioms, and professional jargon without explanation. For technical fields, it is advisable to create bilingual glossaries (Ukrainian–English, Ukrainian–Chinese, etc.), and for humanities, to include cultural commentary or short country-specific explanations. This supports not only the understanding of terminology but also the development of intercultural competence.

The content of educational materials should be culturally neutral and globally relevant. Examples of tasks, scenarios, or case studies should be selected with regard to universal values – scientific objectivity, safety, sustainable development, human dignity, and professional ethics. If the material includes references to local realities (e.g., Ukrainian enterprises, legislation, historical events), the teacher should briefly explain the context to ensure adequate understanding for international learners.

Special attention should be paid to visual components. Images, photographs, diagrams, or graphic elements should not include political, religious, or gender stereotypes. When creating presentations, it is advisable to use universal symbols, neutral colors, and iconography that are not associated with a specific

cultural system. For example, the color red has different symbolic meanings across cultures – from danger to good fortune – so it should not be overused in warning or motivational elements.

Intercultural sensitivity also includes the teacher's emotional openness. Teaching students from different cultural backgrounds requires communication flexibility, the ability to perceive various forms of behavior, respond tolerantly, and maintain an atmosphere of mutual respect. When preparing materials, it is important to consider that topics familiar in some cultures may be sensitive in others (for example, issues of religion, gender, or politics). Therefore, the teacher should choose neutral themes or explain beforehand that the discussion is conducted in an academic, not evaluative, context.

Methodological guidelines should include recommendations for intercultural interaction, such as how to form teams with learners from different countries, how to avoid communication misunderstandings, and how to ensure equal participation in discussions. The "cultural rotation" principle has proven effective: in group assignments, students switch roles, and representatives of different cultures take turns acting as facilitators, presenters, or reviewers.

For the teacher, intercultural sensitivity is not only an ethical norm but also a professional competence affecting the university's reputation and international image. Designing educational materials with respect for cultural diversity demonstrates openness to collaboration, creates a positive learning experience for international students, and promotes their academic and social integration into the Ukrainian educational environment.

PRACTICAL RECOMMENDATIONS:

- Formulate educational content clearly and neutrally.
- Avoid idioms, proverbs, local jokes, idiomatic expressions, and cultural references that may be unclear or ambiguous for students from other cultures. If culturally specific material is used, add a short explanation in both Ukrainian and English.
- Use simple, academically appropriate language.
- Use short sentences, clear formulations, and explain new concepts. In bilingual materials, maintain content symmetry – both versions must be equal in volume and translation accuracy.
- Maintain cultural neutrality in visual materials.
- Use images, colors, symbols, and fonts that are understandable across cultures. Avoid political, religious, or gender-based symbolism. Prefer universal visual metaphors – nature, technology, cooperation, science.
- Choose globally relevant examples.
- Use international contexts, global challenges (sustainable development, ecology, innovation, safety). Present Ukrainian experience through comparison: "how this is implemented in Ukraine and worldwide."
- Avoid directive tone.
- Instead of imperative forms ("you must," "you are required to"), use soft pedagogical expressions: "it is recommended," "it is advisable," "you may consider."

- Create opportunities for multicultural collaboration.
- Form mixed teams during group projects so that students from different countries interact and exchange ideas. Add short explanations in English or students' native languages to avoid misunderstandings.
 - Consider different communication styles.
 - Explain that for some cultures, directness is normal, while for others it may seem impolite. Encourage respectful listening, reasoned dialogue, and mutual support.
 - Practice teacher self-reflection.
 - Before publishing materials, ask yourself: Does this example contain a potentially inappropriate implication? Will this joke or illustration be clear to students from other countries? Is this content ethically neutral?
 - Collect feedback from international students.
 - Conduct brief anonymous surveys to understand what was clear, which examples were relatable or difficult, and use this feedback for further adaptation.
 - Use intercultural sensitivity as a pedagogical tool.
 - Do not try to unify cultures – create space for dialogue. Encourage diversity by allowing students to share their cultural perspectives.
 - Foster an atmosphere of mutual respect.
 - Moderate discussions to maintain tolerance and constructiveness. If cultural misunderstandings arise, treat them as learning opportunities, not conflicts.
 - Present material through universal values – human dignity, professional ethics, scientific objectivity, cooperation, and safety.
 - Use international terminology and standards: IEEE, ISO, IMO, IEC for technical fields; PMI, OECD, ISO 9001 for management.
 - Develop empathy through learning tasks.
 - Include activities where students analyze a situation from another culture's perspective or create solutions for a multicultural group.
 - Support cultural exchange.
 - Allow students to present examples, projects, or short presentations related to their national context. This enriches learning and promotes a multicultural academic environment.

Intercultural sensitivity in preparing educational materials is a strategic component of inclusive education that combines scholarly justification, humanistic values, and cultural empathy. It enhances communication quality and creates the conditions for understanding, trust, and partnership, contributing to the development of the university as an open multicultural knowledge community.

5. SUPPORT FOR THE INDEPENDENT WORK OF AN INTERNATIONAL STUDENT

Independent work is an important component of the professional training of future specialists, as analytical thinking, research skills, and self-management develop during individual study. For international students, this element of the educational process has particular significance because they often face additional linguistic, cultural, psychological, and organizational challenges. Therefore, the teacher's role is not only to assign tasks but also to create a support system that enables effective self-learning.

Support for the independent work of international students is based on the principles of accessibility, structure, gradual learning, and pedagogical guidance. The student must clearly understand what, when, and how to accomplish, which resources are available, how to obtain consultation, how the work is assessed, and what the success criteria are.

The teacher must provide clear instructions for each type of independent work. Each task should include a short description of the objective, approximate completion time, expected results, and assessment criteria. It is useful to add samples of completed work or templates to reduce language load and clarify reporting formats.

Learners must have constant access to learning resources in a convenient digital format. These may include electronic textbooks, lecture notes, presentations, videos, interactive tests, virtual labs, or demonstration simulations. Materials should be placed on a single online platform – Moodle, Google Classroom, or Microsoft Teams – with a logical structure and clear file names.

Language support is essential for effective independent work. The teacher may create bilingual terminology glossaries, short explanations of complex concepts, schemes, and terminology correspondence tables. Adding short video instructions in English or Ukrainian with subtitles is effective for explaining task algorithms and supporting students with varying levels of Ukrainian proficiency.

A step-by-step learning system is particularly useful. Complex tasks can be divided into stages – studying theory, completing a self-check test, developing an example or mini-project, and preparing a report. Such an approach promotes autonomy while allowing progress monitoring.

Platforms like Moodle or Google Classroom should include electronic checkpoints – short tests or reflection forms after each section. They help the student assess comprehension and provide the teacher with timely insights for adjustments.

Psychological aspects of adaptation must also be considered. For many international students, studying abroad involves stress, uncertainty, or fear of making mistakes. Therefore, tasks for independent work should be phrased in a positive, motivating tone: “try to analyze,” “compare in your own words,” “explain in your own terms.” This builds confidence and supports adaptation to the new learning environment.

Feedback must be systematic, timely, and supportive. The teacher should not only evaluate but provide comments on strengths and areas for improvement. For international students, combining text and video feedback (via Loom, Teams, Google Meet) is particularly effective, helping them understand nuances and tone.

Online consultations or “office hours” should be organized – weekly scheduled meetings or on-demand sessions where students can ask questions. This builds a sense of stability and support, especially during early stages of study.

Reflection tasks are another important tool. Short reports such as “What I learned this week” or self-assessment journals help students track progress, comment on challenges, and propose solutions. These develop self-reflection skills and provide the teacher with valuable insights for course adaptation.

Peer-learning communities are critical. Students should be allowed to work in pairs or small groups, share results, and discuss problems on forums or chats. This reduces language anxiety and builds academic belonging.

International content in assignments increases motivation. Students can compare approaches to solving problems across countries, analyze global cases, and connect their cultural backgrounds with Ukrainian specifics.

Digital tools enhance independent learning: Google Calendar or Trello for time management; Miro, Canva, Notion for mini-projects; Moodle Quiz or Quizlet for testing; Teams Chat or Telegram for communication.

Ultimately, supporting the independent work of an international student is an integrated pedagogical practice combining methodological clarity, emotional empathy, and technological support. It helps students feel like full participants in the learning process, developing self-discipline, responsibility, confidence, and forming a foundation for professional success in an international educational environment.

6. THE ROLE OF THE INSTRUCTOR IN THE PROCESS OF PREPARING MATERIALS

In an inclusive education system, the instructor functions not only as a source of knowledge but also as an architect of the learning environment – one that combines scholarly accuracy, pedagogical relevance, intercultural sensitivity, and technological flexibility. The success of an international student, their motivation, and their integration into the academic community of the university depend directly on the instructor's methodological decisions, communication style, and level of professional reflection.

The instructor performs several interconnected roles: content developer, organizer of the educational process, mentor, and learning facilitator. During the preparation stage, the instructor defines the structure of the course, formulates learning objectives, selects examples, models, and visual resources adapted to students' language proficiency, and ensures the logical sequence of the material. Their task is to create materials that not only deliver knowledge but also help students understand, analyze, and apply it within their own cultural context.

In a multicultural environment, the instructor also acts as an intermediary between cultures. When developing materials, it is important to consider the diversity of worldviews, traditions, and value systems, selecting neutral and globally relevant examples. This can be achieved through intercultural comparisons, bilingual explanations, and illustrations free of cultural or political connotations. Such materials build trust, reduce language-related anxiety, and help students feel respected in their cultural identity.

The modern instructor is not only an author but also a designer of the digital learning space. They must be able to effectively use platforms such as Moodle, Google Classroom, and Teams, along with interactive tools (Canva, Miro, H5P, Prezi, Padlet) to create multimedia and bilingual resources. Their role is to integrate technology into pedagogy in a way that enhances accessibility and fosters active interaction among all participants.

A key aspect of the instructor's work is providing mentoring and psychological support to international students. Instructors guide them in adapting to the learning environment, explain course structures, assessment systems, academic integrity, and university policies. Such individual support fosters stability, confidence, and trust – especially during the initial adaptation period.

It is essential that instructors not only create materials but also ensure their pedagogical accessibility. This includes adapting content to different levels of preparedness, explaining complex terms, creating diagrams and task algorithms, and developing bilingual glossaries. Short video instructions, infographics, and visual summaries significantly help students with diverse learning styles to better understand the material.

The instructor also performs a reflective function – continuously analyzing the effectiveness of their methods, updating content, and considering student feedback. This can be achieved by using short surveys, reflection reports,

informal conversations, or electronic questionnaires in Moodle. Such an approach supports flexible improvement of the course in accordance with the actual needs of the audience.

In their work, instructors must adhere to principles of academic integrity and copyright. Preparing materials requires the use of reliable sources, proper citation, references to authors, and responsible handling of intellectual property. These actions not only increase trust in the educational content but also serve as a model for students.

Within the context of inclusive education, the instructor embodies academic culture, demonstrating tolerance, openness, and respect for diverse perspectives and ways of thinking. Their behavior establishes the standards of ethical interaction perceived by international students as part of professional training. The instructor's role is not only to teach the discipline but also to cultivate collaboration skills, dialogue, and the ability to find compromise.

THE PRACTICAL ROLE OF THE INSTRUCTOR IN PREPARING EDUCATIONAL MATERIALS IS IMPLEMENTED THROUGH THE FOLLOWING ACTIONS:

- systematically updating content in accordance with international standards and current trends in the field;
- creating materials in various formats (text, video, graphics, simulations) to accommodate different learning styles;
- ensuring a step-by-step logic of material presentation: from introduction to practice;
- preparing short summaries, glossaries, and self-check questions after each section;
- organizing regular feedback with students through forums, chats, email, or online consultations;
- integrating examples into the materials that highlight the connection between theory and real international practices;
- using a friendly communication style that reduces psychological tension and supports students' confidence;
- creating opportunities for the instructor's own professional development – participation in training, international educational programs, and experience exchange with colleagues.

The role of the instructor in preparing educational materials lies in creating accessible, culturally sensitive, technologically advanced, and pedagogically grounded content that not only teaches but also nurtures. The instructor becomes a facilitator who helps students feel like equal participants in the academic community, capable of independent thinking, creativity, and development.

Such an approach forms a new pedagogical culture – a culture of inclusivity, partnership, and humanism that reflects the values of the Admiral Makarov National University of Shipbuilding.

CONCLUSIONS

These methodological recommendations summarize the key principles, technologies, and methodological solutions necessary for creating high-quality educational materials for international students. Through a systematic approach, the recommendations cover all components of pedagogical design – from the structure of lectures and practical classes to glossaries, assessment rubrics, sample tasks, and models of feedback. The clarity, algorithmic organization, and step-by-step logic presented in the document help reduce language barriers and improve comprehension for students with diverse cultural and linguistic backgrounds.

Particular attention is given to creating an accessible, structured, and adaptive learning environment. Elements such as glossaries for each section, clear instructions, bilingual explanations of terms, step-by-step algorithms, sample assignments, and transparent assessment criteria are integral components of modern educational content and ensure equal access to knowledge regardless of language proficiency.

The recommendations emphasize the importance of universal design principles, multimodal presentation of information, and flexible selection of teaching methods depending on students' language competencies.

The digital learning ecosystem is another crucial component. The document highlights that platforms such as Moodle, Google Classroom, interactive boards, and multimedia tools create conditions for barrier-free participation, a flexible communication infrastructure, and the possibility of bilingual, interactive, and individualized learning trajectories. Requirements for academic integrity, copyright, and digital content security are also defined as essential for instructors involved in creating and distributing educational resources.

The recommendations comprehensively address various groups of barriers – linguistic, cultural-semantic, psychological, pedagogical, and organizational-information barriers – and propose effective strategies for overcoming them. The use of adaptive teaching methods, culturally sensitive communication, and multilingual support significantly enhances engagement and academic success among international students.

Overall, these methodological recommendations provide a holistic toolkit for creating a modern inclusive educational environment that meets the challenges of globalized education and the diversity of student groups. The proposed guidelines serve as a practical roadmap for instructors, methodologists, administrators, and other participants involved in the educational process, aimed at improving teaching quality, supporting academic integrity, and ensuring the successful integration of international students into the university's academic community.

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FOR NOTES

У методичних рекомендаціях висвітлено комплекс принципів, вимог і практичних орієнтирів щодо підготовки навчально-методичних матеріалів для іноземних здобувачів освіти. Документ поєднує лінгводидактичний, міжкультурний, цифровий та педагогічний підходи, які забезпечують доступність, структурованість, зрозумілість та інклюзивність освітнього контенту. Особливу увагу приділено принципам зрозумілості, структурованості, візуалізації, білінгвальності, універсального дизайну навчання, культурної чутливості, поступовості та інтерактивності. У рекомендаціях детально розглянуто вимоги до структури силабусів, лекційних матеріалів, практичних і лабораторних робіт, самостійних завдань, глосаріїв та оцінювальних рубрик. Значне місце займає цифрова організація курсу: побудова логічної архітектури електронного середовища, використання Moodle, Google Classroom, Microsoft Teams, H5P, інтерактивних елементів, мультимовного контенту, хмарної взаємодії та мультимодальних ресурсів. Розкрито питання академічної доброчесності, авторського права, безпеки цифрових матеріалів та захисту даних. Окремий розділ присвячено міжкультурній чутливості викладача, уникненню стереотипів і культурних бар'єрів, добору нейтральних прикладів, створенню двомовних ресурсів та формуванню інклюзивної комунікації. Також розглянуто принципи підтримки самостійної роботи іноземних здобувачів, поєднання цифрових технологій, мультимедійних інструментів і педагогічної підтримки. Документ формує цілісну систему методичної культури викладача, орієнтованої на відкритість, доступність і повагу до різноманіття, сприяє інтеграції іноземних здобувачів у освітнє середовище університету та забезпечує високу якість навчання відповідно до сучасних міжнародних стандартів.

Навчальне видання

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ПРАКТИЧНІ АСПЕКТИ З АДАПТИВНОГО ВИКЛАДАННЯ ТА ПІДГОТОВКИ ЦИФРОВИХ МАТЕРІАЛІВ ДЛЯ ІНОЗЕМНИХ СТУДЕНТІВ

Методичні рекомендації

Англійською мовою

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54038, м. Миколаїв, вул. Бузника, 5/1.
Свідоцтво суб'єкта видавничої справи ДК № 1506 від 25.09.2003 р.

The methodical recommendations outline a set of principles, requirements and practical guidelines for preparing educational and methodological materials for international students. The document integrates linguistic-didactic, intercultural, digital, and pedagogical approaches that ensure accessibility, structure, clarity, and inclusivity of educational content. Particular attention is paid to the principles of clarity, structured presentation, visualization, bilingualism, universal design for learning, cultural sensitivity, gradual progression, and interactivity.

The recommendations provide a detailed description of requirements for the structure of syllabi, lecture materials, practical and laboratory work, self-study assignments, glossaries, and assessment rubrics. Significant attention is given to the digital organization of the course: construction of the logical architecture of the electronic environment, use of Moodle, Google Classroom, Microsoft Teams, H5P, interactive elements, multilingual content, cloud collaboration, and multimodal resources. Issues of academic integrity, copyright, digital material security, and data protection are also addressed.

A separate chapter focuses on the instructor's intercultural sensitivity, avoidance of stereotypes and cultural barriers, selection of neutral examples, creation of bilingual resources, and development of inclusive communication. The principles of supporting the self-directed learning of international students through a combination of digital technologies, multimedia tools, and pedagogical guidance are also considered.

The document forms a holistic system of methodological culture for the instructor, oriented toward openness, accessibility, and respect for diversity. It supports the integration of international students into the university's educational environment and ensures high-quality learning in accordance with modern international standards.

