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STRUCTURAL AND FUNCTIONAL MODEL OF THE SYSTEM FOR THE FORMATION OF PEDAGOGICAL REFLECTION IN THE PROCESS OF FOREIGN LANGUAGE TRAINING OF FUTURE SOCIONOMIC SPECIALISTS

Abstract

The article examines the subject of pedagogical reflection in the context of foreign language training of future socionomic specialists, focusing on the development of a single structural and functional model. The research method is the proposed model that integrates pedagogical reflection into the process of learning a foreign language, allowing students to critically evaluate their progress in learning and professional growth. The research methodology provides the development and in-depth analysis of key structural components, including the learning environment, curriculum content, teacher-student interaction, and technology integration. Special attention is paid to the content of the curriculum, as it includes relevant socio-cultural themes and communicative scenarios that reflect real interactions, encouraging students to critically question and evaluate their learning experiences. The model is also supported by functional mechanisms such as continuous feedback loops and adaptive learning strategies that meet the individual needs of students.

The study presents new findings, demonstrating the crucial role, changing pedagogical reflection in enhancing reflective competence, improving language proficiency, and increasing cultural awareness among future socionomic specialists. Students who engage in reflective practices develop stronger communication skills, become more adaptable to diverse social and cultural environments, and are better prepared for professional challenges. These results suggest that integrating reflective learning strategies into foreign language learning can significantly improve the overall educational experience. Subsequently, these results provide a basis for improving the foreign language teaching program by emphasizing reflective methods that develop with professional growth.

The paper concludes by arguing that implementing this model can lead to more effective foreign language learning by promoting independence, critical thinking, and self-regulation among students. The paper also recommends further research into the wider application of this model in other areas of education, as well as the increased use of educational technology to support continuous feedback, personalized learning and reflective practices in the languages of instruction.

Key words: *pedagogical reflection, foreign language training, socionomic specialists, structural and functional model, reflective learning, adaptive learning strategies.*

Introduction. In the modern educational environment, the development of pedagogical reflection has gained significant importance, in particular, in the training of future socionomic specialists. Pedagogical reflection is the ability of teachers to critically analyze their teaching methods, evaluate their effectiveness, and adapt their practice for better student outcomes. For future socionomic specialists – professionals working in fields such as Psychology, Social work and Pedagogy – this ability to reflect is critical to their professional growth and ability to navigate complex social interactions.

Learning foreign languages, which is an integral part of the education of specialists in Sociology, provides an opportunity to contribute to this reflection. Learning a language involves not only the acquisition of language skills, but also involvement in various cultural perspectives, communicative practices and socio-cultural nuances. Integrating pedagogical reflection into this process allows students to critically evaluate their own progress, learning methods, and cultural understanding, thereby increasing both their language competence and their ability to function effectively in socio-economic contexts [3].

The structural-functional model of the formation of pedagogical reflection in the context of foreign language training is designed to create a complete and interactive system. This model covers various pedagogical components, including the principles of reflective learning, the use of project and interactive methods, and the integration of modern educational technologies. It serves as a framework for organizing the foreign language learning process in such a way that it not only teaches language, but also actively engages students in reflective practices that are important for their future professional roles.

In this model, the structural components include the learning environment, the interaction between the teacher and the student, and the content of the curriculum. These elements are linked together through functional mechanisms such as feedback, reflective activities and adaptive learning strategies. By creating an environment in which students are encouraged to reflect on the learning process, this model aims to improve their cognitive and metacognitive abilities, improve their language skills, and strengthen their professional skills [1].

The development of the model is consistent with the current pedagogical shift towards student-centered learning, where the main focus is on the education of independence, critical thinking and self-regulation. It also recognizes the importance of adaptability in today's rapidly changing social and professional environment, where the ability to reflect and adapt is key to long-term success.

The article aims to explore the structural components and functional mechanisms of the model, highlighting how each aspect contributes to the formation of future socioeconomic specialists' pedagogical reflection during foreign language training.

The key tasks of the article are: 1) to define and explore the concept of pedagogical reflection in the context of socioeconomic education, highlighting its importance in developing self-awareness, critical thinking, and professional adaptability in future specialists; 2) to propose a comprehensive structural and functional model that integrates pedagogical reflection into foreign language training, focusing on how various components (such as the learning environment, curriculum, teacher-student interaction, and technology) contribute to reflective learning; 3) to outline the expected outcomes of implementing the model, including enhanced reflective competence, improved language proficiency, increased cultural awareness, and strengthened professional skills, all of which are crucial for future socioeconomic specialists.

Main text. Pedagogical reflection refers to the ongoing process by which teachers critically evaluate their teaching strategies, practices, and student interactions to improve learning outcomes. In the context of socioeconomic professions such as Social work, Psychology and Pedagogy, reflection becomes a fundamental skill, as these professions require adaptive and sensitive interaction with people from different backgrounds. The opportunity to engage in reflective practices for future sociologists not only contributes to their professional development, but also improves understanding of interpersonal dynamics and self-awareness.

When learning a foreign language, reflection is no less important. Learning a language involves a deeper understanding of the cultural context, social norms and communication skills. By introducing pedagogical reflection into foreign language teaching, future specialists can better understand the relationship between language, culture and social interaction, which are central aspects of their professional roles [2, p. 145].

The structural components of the model form the backbone of a reflective learning environment and include the following elements: *learning environment, curriculum content, teacher-student interaction, technological integration*.

The learning environment during foreign language training plays a crucial role in shaping the overall educational experience, especially for future socioeconomic specialists. It is not just a physical or virtual space where learning takes place, but a dynamic and interactive environment that actively engages both cognitive and emotional aspects of students. In this space, students are encouraged to think critically, engage different perspectives, and collaborate with peers while developing their language skills. The environment should be structured to support the complexity of language learning, allowing for active participation, exploration and self-reflection. By creating a safe and inclusive environment, students feel the opportunity to take risks, make mistakes and grow from their experiences, which is especially important for the development of professional competencies in socioeconomic fields [4, p. 256].

A key component of this environment is its ability to encourage active participation. Students should be involved in practical activities such as role plays, group discussions, and problem-solving tasks that reflect real-life situations they may encounter in their professional careers. This type of engagement goes beyond the mechanical memorization of vocabulary and grammar rules, focusing instead on the application of language skills in meaningful and context-rich scenarios. For example, students may participate in simulated counseling sessions, community projects, or cultural mediation exercises that reflect the role of a social worker, psychologist, or educator. These activities not only develop fluency, but also improve reflective thinking as students assess their language choices, cultural understanding and communication strategies in a professional context [6, p. 251].

In addition to promoting active participation, the learning environment should facilitate continuous feedback and reflection. This is achieved by integrating formal and informal feedback mechanisms, allowing students to assess their progress and make adjustments in real time. Feedback can come from instructors, peers, or even self-assessment tools, and should be constructive and specific, helping students identify both their strengths and areas for improvement. Reflective practices such as journaling, self-assessment and discussion are also vital in this process as they encourage learners to think critically about their experiences, challenges and successes in language learning. This continuous cycle of feedback and reflection not only improves linguistic competence, but also deepens students' understanding of how language functions in diverse social and cultural contexts, which is important for their future roles as socioeconomic professionals.

The curriculum content in foreign language training for future socioeconomic specialists has been carefully designed to meet the specific needs of their professional fields, such as Social work, Psychology and Education. At its core, the curriculum integrates relevant sociocultural topics that these professionals encounter in their daily work. This includes language study that goes beyond grammar and vocabulary to focus on the cultural nuances, social behavior and professional discourse required to interact effectively with diverse populations. For example, students may study topics such as intercultural communication, conflict resolution in a multicultural environment, and the role of language in shaping social identity. This prepares them to navigate complex social interactions where language is not only a communication tool, but a key to understanding social norms and individual behavior in certain cultural contexts [5, p. 160].

The curriculum focuses on communicative scenarios that reflect real-world interactions. These scenarios are drawn from practical experiences that socioeconomic specialists are likely to encounter in their careers, such as conducting inter-

views, counseling, mediating conflicts, or advocating for social justice in a multilingual environment. Role-playing exercises, simulations and case studies are often used to immerse students in these situations, helping them develop both language skills and the ability to apply these skills in a professional context. For example, students can participate in a simulated social services meeting where they must use appropriate language to have a sensitive conversation with clients from a different cultural background. These practical exercises not only improve students' linguistic abilities, but also promote reflective thinking, as they must evaluate the effectiveness of their communication strategies in achieving professional goals [8, p. 15].

To stimulate reflective thinking, the curriculum also encourages students to critically evaluate the process of learning and using language. Through exposure to a range of language structures and cultural practices, students are encouraged to question how language affects social dynamics and professional relationships. For example, discussion may focus on power dynamics embedded in language, such as how formality, politeness, or tone can affect the outcome of interactions in a professional setting. Reflective activities such as journaling, group discussions and self-assessment tasks are built into the curriculum to encourage students to think deeply about their language learning journey, the challenges they face and the strategies they can use to overcome these obstacles. This reflective approach ensures that students not only improve their language skills, but also become more self-aware and adaptive professionals, ready to critically evaluate and constantly improve their communicative practices in sociomic settings [7, p. 24].

The teacher-student interaction is the most important component in the structural-functional model of foreign language training of future sociomic specialists. In this model, the teacher moves from the traditional source of knowledge to the role of facilitator and guide. Rather than simply providing content, teachers are responsible for creating an environment where students are encouraged to explore, reflect, and engage deeply with the material. Teachers design activities that encourage students to think critically about their own language use, cultural understanding, and professional communication strategies. By asking probing questions and encouraging open dialogue, teachers help students challenge their assumptions, reflect on their progress, and connect language learning to real-world scenarios relevant to their future careers. This approach promotes more active, collaborative learning when students take responsibility for their own development [9, p. 174].

The model strongly emphasizes a learner-centered approach that focuses on empowering students to be independent, reflective learners. Teachers provide constructive feedback that not only focuses on immediate language acquisition, but also encourages students to engage in self-evaluation and personal growth. For example, after a role-play, teachers can guide students to reflect on their language choices, cultural sensitivity, and the effectiveness of their communication in the context of professional interactions. This process helps students identify both strengths and areas for improvement, promoting continuous self-reflection. By facilitating reflective discussions, teachers help students relate their language progress to their future roles as sociomic specialists, ultimately preparing them to adapt their communication strategies to a variety of social and cultural settings. This interaction is key to fostering students' critical thinking and reflective skills, vital skills for success in sociomic professions [10, p. 02013].

Technological integration plays a transformative role in improving the foreign language learning process for future sociomic specialists by offering a wide range of tools that support both individual reflection and collaborative learning. Digital platforms, such as e-learning systems, empower students to work through material at their own pace, allowing them to review lessons, complete exercises, and reflect on their learning journey as needed. Equipped with features such as speech recognition, interactive quizzes and personalized feedback, language learning programs allow learners to practice pronunciation, grammar and vocabulary in real-time with instant corrective feedback. This instant feedback is critical to fostering reflective learning because it helps students identify their mistakes early and adjust their strategies accordingly, promoting a continuous cycle of improvement [1, p. 367].

In addition, online discussion forums and collaboration platforms allow students to engage in peer-to-peer learning by sharing ideas, experiences, and reflections with their peers. These platforms allow students to participate in discussions where they can analyze different perspectives, offer constructive feedback to peers, and engage in collaborative problem-solving exercises. Such collaboration enriches the reflection process as students are exposed to different perspectives and communication strategies, which helps them deepen their understanding of both the language and its cultural context. Technology tools also allow educators to track student progress over time, offering insight into each student's learning trajectory and enabling more targeted, personalized feedback. This combination of real-time feedback, peer collaboration and progress tracking contributes to a more holistic and engaging learning experience, empowering students to take control of their language learning journey, preparing them for the communicative and reflective demands of their future sociomic roles [4].

Let's consider the functional mechanisms of the system. They ensure the practical implementation of pedagogical reflection and its continuous development in the process of foreign language training. These mechanisms include reflective activities, feedback loops, and adaptive learning strategies.

Reflective activities are central to the model, offering structured opportunities for students to engage in self-evaluation and critical thinking. Examples of such activities include reflective journaling, peer feedback sessions, role plays, and project-based learning tasks. These activities encourage students to explore their language learning journey, identify areas for improvement and consider how language use relates to their future professional roles in sociomic fields [4, p. 258].

Feedback loops are a key functional element in the developmental model of pedagogical reflection, as they provide ongoing opportunities for students to assess their progress and improve. In the context of foreign language learning, feed-

back loops allow teachers to provide immediate, actionable input on student performance, whether in speaking, writing, or comprehension tasks. Regular formative feedback provided throughout the learning process helps students understand not only their level of language proficiency, but also how they can adjust their learning strategies to overcome specific difficulties. For example, after completing a role play, the teacher can provide detailed feedback on the student's use of vocabulary, cultural appropriateness, and communication effectiveness, offering suggestions for improvement. This feedback becomes a basis for the student to reflect on their strengths and weaknesses, fostering a deeper level of self-awareness and encouraging them to take an active role in their own development [5, p. 163].

In addition to formal feedback, summative feedback, often given at the end of a learning unit or course, serves to assess overall progress and language proficiency. Summative assessments, such as exams, final presentations, or comprehensive projects, provide a holistic view of student achievement and areas that require additional attention. However, in this model, summative feedback is not simply a measure of performance, but a tool for reflection, encouraging students to review their learning journey, celebrate successes and plan for future development. By incorporating formative and summative feedback into the curriculum, the model ensures that students have ongoing opportunities to reflect on their progress, set new goals, and refine their approach to learning. This regular cycle of feedback and reflection promotes continuous improvement in thinking, which is essential for both language acquisition and the reflective skills needed in socionomic professions [6, p. 256].

Adaptive learning strategies are central to the model because they allow for an individualized approach to language learning that meets the unique needs, learning styles, and learning pace of individual students. Unlike traditional, one-size-fits-all methods, adaptive learning recognizes that each student may require different resources, activities, or pace to achieve the same learning outcomes. For example, some students may excel in oral communication but struggle with written language, while others may have strong grammar skills but need more practice with cultural nuances. Using adaptive learning technologies and strategies, educators can offer personalized learning experiences that adapt to these individual strengths and weaknesses. Digital platforms, for example, can track a student's progress and automatically recommend specific exercises or content areas that need extra attention. This creates a more efficient learning path as students do not waste time on areas they have already mastered and instead focus on their personal challenges [7, p. 30].

Furthermore, reflection and individual feedback are key drivers of these adaptive strategies. As students receive ongoing feedback and reflect on their progress, they gain insight into their own learning process and are better equipped to adjust their strategies. For example, a student may realize that they need to practice speaking skills more and therefore choose to interact more with peers or use language learning programs that focus on spoken language. Adaptive learning also empowers students to take control of their education, fostering greater independence and self-regulation – qualities that are important for socionomic professionals who often must adapt to diverse clients and dynamic social environments. This ability to self-assess and adjust learning process is not only critical for language acquisition, but also mirrors the reflective and adaptive thinking required in real professional contexts where flexibility and continuous learning are key to success [8, p. 33].

It is expected that the implementation of the structural-functional model of the formation of pedagogical reflection in the foreign language training of future socionomic specialists will yield several key results. First, improved reflective competence will enable students to critically evaluate their language learning journey, determining how it contributes to their professional growth. This reflective approach enables students to constantly improve their skills and adapt to new challenges. Second, improved language proficiency will result from engaging in reflective practices as students become more adept at internalizing language structures, understanding cultural nuances, and mastering the communicative strategies necessary for effective interaction. In addition, increased cultural awareness is a vital outcome, as reflection on cultural differences and similarities deepens students' understanding of the sociocultural dynamics of language, skills critical for socionomic professionals who often work in multicultural environments. Finally, the model will lead to the strengthening of professional skills by encouraging students to connect language learning with their future careers, thereby increasing their ability to communicate effectively in a variety of social and cultural environments. Together, these outcomes prepare future socionomic specialists for success in their professions by equipping them with the language skills, cultural competence, and reflective thinking necessary to navigate complex social interactions.

Conclusions. The structural and functional model for the formation of pedagogical reflection in the foreign language training of future socionomic specialists provides a comprehensive framework that integrates reflective learning into every aspect of the educational process. By fostering an environment that encourages critical self-assessment, feedback and adaptive learning, the model not only enhances language competence but also prepares future professionals to navigate the complex social and cultural challenges they will face in their careers. The reflective practices embedded in the model ensure that students are equipped with the tools they need to continuously evolve and succeed in socionomic professions.

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СТРУКТУРНО-ФУНКЦІОНАЛЬНА МОДЕЛЬ СИСТЕМИ ФОРМУВАННЯ ПЕДАГОГІЧНОЇ РЕФЛЕКСІЇ У ПРОЦЕСІ ІНШОМОВНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНОГО ПРОФІЛЮ

Анотація

У статті розглядається предмет педагогічної рефлексії в контексті іноземномовної підготовки майбутніх спеціалістів соціономічного профілю, зосереджуючись на розробці єдиної структурно-функціональної моделі. Методом дослідження є запропонована модель, яка інтегрує педагогічну рефлексію в процес вивчення іноземної мови, дозволяючи студентам критично оцінювати свій прогрес у навчанні та професійному зростанні. Методологія дослідження передбачає розробку та поглиблений аналіз ключових структурних компонентів, включаючи навчальне середовище, зміст навчального плану, взаємодію викладача та студента та інтеграцію технологій. Особлива увага приділяється змісту навчальної програми, оскільки вона включає відповідні соціокультурні теми та комунікативні сценарії, які відображають реальні взаємодії, заохочуючи студентів критично запитувати та оцінювати свій досвід навчання. Модель також підтримується такими функціональними механізмами, як безперервні цикли зворотного зв'язку та адаптивні стратегії навчання, які відповідають індивідуальним потребам студентів.

Дослідження представляє нові висновки, демонструючи вирішальну роль зміни педагогічної рефлексії у підвищенні рефлексивної компетентності, покращенні володіння мовою та підвищенні культурної обізнаності серед майбутніх спеціалістів із соціономії. Студенти, які займаються рефлексивними практиками, розвивають сильніші навички спілкування, стають більш адаптованими до різноманітних соціальних і культурних середовищ і краще підготовлені до професійних завдань. Ці результати свідчать про те, що інтеграція стратегій рефлексивного навчання у вивчення іноземної мови може значно покращити загальний досвід навчання. Згодом ці результати створюють основу для вдосконалення програми навчання іноземної мови шляхом акцентування уваги на рефлексивних методах, які розвиваються з професійним зростанням.

На завершення статті стверджується, що впровадження цієї моделі може призвести до більш ефективного вивчення іноземної мови шляхом сприяння незалежності, критичному мисленню та саморегуляції серед студентів. Стаття також рекомендує подальші дослідження ширшого застосування цієї моделі в інших сферах освіти, а також розширення використання освітніх технологій для підтримки постійного зворотного зв'язку, персоналізованого навчання та рефлексивних практик мовами навчання.

Ключові слова: педагогічна рефлексія, іноземна мовна підготовка, спеціалісти соціономічного профілю, структурно-функціональна модель, рефлексивне навчання, адаптивні стратегії навчання.

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