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**INNOVATIVE WAYS OF USING VIDEO RESOURCES IN
DEVELOPING STUDENTS' CREATIVE THINKING DURING ONLINE
EDUCATION IN THE CONDITIONS OF WAR IN UKRAINE**

Abstract. The evolution of the concept of “online learning” reflects the state of technical capabilities having been used in higher educational institutions. Online education proves the growth of psychological influence on the personal development of the student contributes to the development of his/her creative thinking. A student

will be focused on online learning even when computers and other digital devices near him/her are turned off. Online learning is amplified in the consciousness of each individual who has been in the role of a user, in the form of ideas about his/her own virtual profile, niche, etc.

It has been proven that the development of creative thinking of students during the organization of online training in the conditions of war in Ukraine is possible if online training includes the following elements: the inclusion of *cyberspace*– a virtual environment that denotes the amplified phenomenon of the Internet; inclusion of *the World Wide Web*– spheres with special laws that do not correspond to a real world; inclusion of *hypertext*– combinations of texts in a certain language with the computer's ability to use interactive transitions or dynamic explication of non-linear text material that cannot be printed in a traditional way and presented on paper. Hypertext is a model of electronic text organization, characterized by a specific structure and a branched system of programmatically amplified intratextual and intertextual transitions into a single system.

Key words: online learning, online education, video resources, creative thinking, the Internet, cyberspace, the World Wide Web, hypertext.

Problem statement. The importance of Cognitive Sciences nowadays is actual and great because of the problem of providing innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine. Since the last twenty years there has been a gradual increase in the process of functional use of the term «cognitive» (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych & Hupavtseva, 2020). Somewhat later, the concept of “cognitivism”, as a peculiar direction which is used in the opposition to behaviorism and by implying a special set of cognitive concepts, began to be associated with the concept of «Cognitive Sciences».

When we use the term «Cognitive Sciences», we mean the whole paradigm of Cognitivism. Into the term «Cognitive Sciences» we included Innovative Pedagogics, Cognitive Psychology, Cognitive Axiology, Cognitive Pedagogical Sciences, Axiological Sciences, etc. In such a way the central definition for our research is the term «Cognitive Approach», which is the basic concept for organizing innovative ways of using video resources in developing students' creative thinking during on-line education in the conditions of war in Ukraine.

So, «Cognitive Approach» (from the Latin *Cognitio* – it is general and special knowledge, cognition in the whole). It is formally associated with the scientific Approach «Cognitive Psychology». Some scientists (Widdowson, 1998), who proposed their research in the paradigm of multilingualism, suggested us to analyze mental activity of the person using experimental methods of Psychology, Anatomy, Physiology, Psychophysiology, Neurophysiology and also Neuropsychology, in order to justify a great need of the reader to take into account the specifics of mental processes to increase the efficiency of intellectual forms of the person's activity.

The research aim is to study innovative ways of using video resources in developing students' creative thinking during on-line education in the conditions of war in Ukraine.

So, **the tasks** of our research are: to show conscious mental processes of the person for concentrating the person's attention to perception and understanding; to explain the role of Cognitive Approach of teaching a foreign language and to present its role in online studying; to present the impact of video resources on listening comprehension for organizing innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine.

Presentation of the basic material. The term «Cognition» refers to the process, by which knowledge and understanding are developed in the person's mind. It also means the use of conscious mental processes for concentrating the person's attention to perception and understanding. The adjectival form of «cognitive» means something connected with thinking or conscious mental processes (Zlatev, 2005). Cognitive psychologists (El-Zawawy, 2021), defined «cognition» as a mental activity with implying various cognitive processes into mental paradigm. From our point of view, cognition concerns the acquisition, storage, transformation and use of knowledge. Also, cognition includes a wide range of mental processes, such as perception, imagination, memory, understanding the context, speech, the processes of problem-solving, reasoning and decision-making. These processes describe Cognitive Approach as a theoretical background that focuses mostly on people's knowledge and their mental processes (Strugielska & Piatkowska, 2017).

So, in such a way cognitivism is a special approach, that has its view according to which a person should be studied as a system of information processing. That's why and human behavior should be described and explained in terms of the person's internal states and mental characteristics (Drigas & Karyotaki, 2017). This information states manifest itself physically. The people are observable and interpreted as receiving, processing, storing and mobilizing the information for solving different problems. And since the solution of these problems is directly related to the use of the foreign language, the language has become the focus of special Cognitivists' Attention. The language is the main characteristics in Cognitive Science, since we see the person who reflects the process of cognition, acting as the main means of expressing the person's thoughts. Therefore, the study of a foreign language is an indirect process of studying the cognition.

We'll note that Cognitivism as a linguistic Approach appeared in the late 1950s of the XX century and supplanted the Behaviorist Approach to the process of learning in general. Then, Theory of Learning had been made a shift away from the use of some important behavioral procedures in education to Cognitive Approach that appeared in the paradigm of Cognitive Science. Educational practitioners moved away from classroom practices that considered only observable learners' behavior and espoused methods. Scientists (Dubovyk, Mytnyk, Mykhalchuk, Rashkovska & Nabochuk, 2022) focused their attention primarily on mental processes including thinking, problem-solving, imagination, attention, speech production, use of the concepts by formation the information processing. Thus, Cognitive Approach has gained too much prestige among existing the Theory of Learning. Also, Cognitive Linguistics emerged in the end of 1970s and at the beginning of 1980s of the 20th century as a field of empirical researches, which mainly concerned with exploring

and explaining the tight link between a foreign language and cognition (Bucci, Maskit & Murphy, 2016).

A great interest in Cognitive-Communicative process of learning of foreign languages is gradually growing nowadays. It is of great importance because of using innovative ways of using video resources in developing students' creative thinking during on-line education in the conditions of war in Ukraine. The problem of on-line learning foreign languages is understood by us not as the process of learning the actual Linguistic Knowledge, but as the translation and transformation of knowledge about the World. So, we'd like to consider *the Cognitive Aspect* of mastering a foreign language. We'll emphasize that mastering a foreign language we simultaneously learn the people's *Image of the World, a vision of the World* through the prism of *national culture*, as one of the most important components of a foreign language in general (Ivashkevych, 2023). According to scientists (Murphy, Melandri & Bucci, 2021), the main task of mastering a foreign language in the Cognitive Aspect is to learn to orient how the native speaker does.

So, we think, that Cognitive Approach is a theory of foreign language learning which was developed on the basis of Cognitive Psychology. Regarding foreign language learning, Cognitivism means that the studying of a linguistic phenomenon should be based on mental processes and actions that underlie the understanding and use of this phenomenon in Speech Activity (Cui, Wang & Zhong, 2021). Therefore, this approach emphasizes a great need to take into account the peculiarities of mastering the language phenomenon by students, as well as it'll draw our attention to the ability of students to organize their own learning activities consciously.

Scientists (Berninger & Abbott, 2010) note that Cognitive Approach of teaching a foreign language is based on the following aspects:

1. The development of thinking is an integral part of the process of learning a foreign language, because the process of learning a foreign language should not be based only on perception, imagination, understanding and mechanical rules of learning (lexical, grammatical, stylistic, etc.). Therefore, the student has to be involved into the active process of learning by the essence of the phenomena having been studied, when different conditions are created for the implementation of personal guidelines.

2. Students have to be the most active participants in the learning process. So, it is necessary to take into account their individual interests and characteristics.

3. The learning process is not only intra-personal, but also inter-personal or socially conditioned, explained and understood, when students communicate with each other and with the teacher, as it happens in real conditions of on-line studying. Therefore, both the student and the teacher has to be involved into the process of mutual cognition and understanding of each other, as well as they are able to cooperate with each other in the process of educational and cognitive processes. The latter fact allows us to conclude about the innovative nature of the process of learning a foreign language during on-line studying.

So, let us describe the impact and the importance of using video resources in a way of developing creative thinking of students in the conditions of war in Ukraine during on-line process of studying.

The impact of video resources on listening comprehension for organizing innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine.

Using Videos for Listening Comprehension to teaching listening, it is essential to note that students should be provided with a wide range of video material to increase listening comprehension. Students do not have oriented simply relying on textbooks. We highlighted the fact of learners' developing of multiple intelligence, creative thinking and creative writing, meaning that online education provides great possibilities for all learners do not learn in the same way. Some learn better by watching, other students learn better by listening. Using video materials in the process of online studying provides different types of learners with multiple online methods of simultaneous online learning that also extends their language skills and experience. Video resources introduce learners to use a wide range of real-life language experiences that enriches their online learning environment, and contextualizes their online learning process. Moreover, using such educational videos during online studying is a commonly used way because it provides background knowledge and specific examples that provide a great focus for online learning activities. While textbook-based classes might be boring for learners, it is a great interest for students, simply adding different online types of interesting videos. These means can make learning more fun and recapture for developing students' attention.

Our experimental research we organized on the Philological faculty of Rivne State University of the Humanities during 2023 year (87 students of the 2nd and the 3^d courses were participants in this research). In this research we have demonstrated, that students who had learned combined orally and visually outperformed those persons who learned only orally and had a lower cognitive load. These results proved that using videos is the most effective way to enhance listening to comprehension. Also, we've found, that online audio-visual materials can make lessons easy to understand. So, using visuals during online language lessons is always helpful for students. They not only have a great possibility to listen to the characters, but also pay a great attention to non-verbal means and expressions.

The impact of innovative ways on speaking skills in the process of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine.

So, first of all, we'd like to say, that real online models of speaking English can be obtained from video clips. According to scientists (Hogan, Adlof & Alonzo, 2014), video is an extremely dense mean, in which there are online combinations of visual elements, sound effects, and audio material. Video is a powerful mean of online teaching aid since students can experience online things, contexts, means, texts, that they have never seen before. In addition, we define video as the selection and sequence of some online messages in audio-visual context. These online means are portray settings, verbal and non-verbal signals, paralinguistic features of speaking. They all in their formed system being generalized, can provide important on-line visual stimuli for foreign language practice and learning. However, nowadays a new trend for on-line studying has been emerged: online videos for education nowadays, which are presented with only short time intervals; they are called online video annotations or online video clips. These means emphasize that it is better to serve students with short (3-5 minutes) segments of online video, which

will be demonstrated thoroughly and systematically, rather than showing them on-line long-time sequences which may lead pupils to be less active in observing and noting their online activity.

Online impact on the development of students' speaking skills may be organized in two ways:

- a) by online Micro-Group Activity;
- b) by online Individual Activities.

Online Micro-Group Activity is a situation in which students individually organize their activity in micro-groups and they, for example, have to discuss a topic given by them by their teacher. These online discussions lead to online production of arguments which are of great importance to enhance critical thinking of students. In the process of online discussions students will develop their own thoughts and ideas and also will get online feedback as responses from their classmates or their teacher.

Online Micro-Groups' activities help students to discuss a topic or any idea among their micro-Group with use of specific online guidelines. The last ones allow students to contribute as many ideas as they have under the direction of the online presenter (or online orator). In such a case we'll define small online micro-group teaching as great online circumstances where it is fixed on-line dialogue and means for collaboration, among which the group members are essential and fundamental for preparing for online learning. In this way, the teacher acts only as a Moderator to help his/her students to organize online communication. Teacher can regroup students and give them a task to discuss different issues from the video or to make a list of new vocabulary and present it online.

Individual online learning, which is also called student-centered on-line learning, is autonomous or independent learning. It is a special online approach for organizing the process of teaching-learning which emphasizes the role of any student in a great degree. The responsibility for organizing on-line teaching-learning process is focused on some students rather than on the teacher. So, the process of organizing innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine is individual one.

Online teaching-learning process in this kind of organizing of online activities puts a great emphasis on some students in individual paradigm. So, the process of online teaching needs to be in a great degree focused to hit the target, and then such obstacles are some online gaps between on-line "learning" and a real life. Organizing innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine provides great possibilities for students to be individual in the process of learning. These influences the development of students' creative thinking and their soft skills. Students need to participate in the process of online studying. This process helps us to improve teaching-learning process, which is based on the need and desire of students, which will further encourage them into the process of online teaching-learning. So, while online individual activities of students are given a task to understand and to grab new online information from the video, it is easier to retell or even to speak about the topic comparing the talk in front of the class about the topic of the video.

Now let us describe the innovative ways of implementing Video in a curriculum for developing of creative thinking of students during online education in the conditions of war in Ukraine. For students in the conditions of war in Ukraine video resources remain the dominant means of choice for studying foreign languages. To respond to the innovative means of implementing Video in a curriculum for developing of creative thinking of students during online education in the conditions of war in Ukraine, it is necessary to describe the possibilities of on-line education video for teaching and learning foreign languages.

We propose several forms of instructional online video. The last one begins with live broadcasts, which are produced in studio and transmitted via public channels. Then when online use of videotapes became common in educational institutes, the tape, which has been recorded from a public television channel or bought as an instructional kit, made both production and viewing more flexible. Generally, online educational viewing became more flexible since the inconvenience of fixed transmissions time was removed. Finally, the emergence of personal computers and CD-ROMs created new opportunities for educators to produce online instructional materials. But we have a pervasive belief, increasingly having been challenged in our research, that television and video are the means of online means of actualizing of the activities by which students are only superficially reactive to the context they are watching. In such a way innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine provide great academic achievements.

So, online process of use the innovative ways of using video resources in developing students' creative thinking during on-line education in the conditions of war in Ukraine and our empirical research supports the theory that video records is actualizing the active process of foreign language studying. In this process each student can be included into ongoing and highly interconnected online process of monitoring and comprehending, using a complex of cognitive activities that develop and mature with students' development of promotion online learning. Also, we'll explain our point of view, that while the process of teaching-learning foreign languages may appear to be passive, it can involve a high level of cognitive activities of students. This level is necessary for active foreign language learning, because well-designed online multimedia instructional messages can promote active cognitive processes of students, even when online learners seem to be behaviorally inactive, sitting near the screen of a computer. The content and the context of using of innovative ways of using video resources in developing students' creative thinking during online education in the conditions of war in Ukraine are both by use crucial elements, which facilitate engaging students as active online learners. The content of foreign language teaching-learning should be age- and skill-appropriate, because the content which the student watches may be a truer determinant of future great academic success of future specialists.

Conclusions and further research prospects. The evolution of the concept of "online learning" reflects the state of technical capabilities having been used in higher educational institutions. Online education proves the growth of psychological influence on the personal development of the student contributes to the development of his/her creative thinking. A student will be focused on online learning even when

computers and other digital devices near him/her are turned off. Online learning is amplified in the consciousness of each individual who has been in the role of a user, in the form of ideas about his/her own virtual profile, niche, his/her obligations in relation to the virtual societies to which this individual is included.

It has been proven that the development of creative thinking of students during the organization of online training in the conditions of war in Ukraine is possible if online training includes the following elements: the inclusion of *cyberspace* – a virtual environment that denotes the amplified phenomenon of the Internet. Cyberspace refers to the ability of a student to simulate the external world, which is arisen as a result of the effect on the human nervous system of video material, the viewing of which is ensured, in turn, by the use of computer technologies; inclusion of *the World Wide Web*– spheres with special laws that do not correspond to a real world; use of the Web (World Wild Web (WWW)– the Internet platform, a complex of technologies of a certain level of Internet development: Web, Web 2.0, Web 3.0; inclusion of *hypertext*– combinations of texts in a certain language with the computer's ability to use interactive transitions or dynamic explication of non-linear text material that cannot be printed in a traditional way and presented on paper. Hypertext is a model of electronic text organization, characterized by a specific structure and a branched system of programmatically amplified intratextual and intertextual transitions into a single system, which allows the reader to choose the sequence of reproduction of individual compositional units. All these elements of on-line teaching and studying will be analyzed in further our publications.

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**ІННОВАЦІЙНІ ШЛЯХИ ВИКОРИСТАННЯ ВІДЕОРЕСУРСІВ З
МЕТОЮ РОЗВИТКУ КРЕАТИВНОГО МИСЛЕННЯ СТУДЕНТІВ ПІД
ЧАС ОНЛАЙН-НАВЧАННЯ В УМОВАХ ВІЙНИ В УКРАЇНІ**

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Анотація. В статті зазначено, що еволюція поняття «онлайн навчання» відображує стан технічних можливостей, які використовуються у закладах вищої освіти. Онлайн навчання засвідчує зростання психологічного впливу на особистісне становлення здобувача освіти, сприяючи розвитку його творчого мислення. Здобувач вищої освіти буде орієнтований на онлайн навчання навіть тоді, коли комп'ютери та інші цифрові пристрої поруч нього/неї вимкнені. Онлайн навчання ампліфіковане у свідомості кожної особистості, яка побувала

в ролі користувача, у вигляді уявлень щодо власне свого віртуального профілю, ніку, його/її зобов'язань по відношенню до віртуальних товариств, до яких включено дану особистість.

Доведено, що розвиток творчого мислення здобувачів вищої освіти під час організації онлайн навчання в умовах війни в Україні є можливим у разі, якщо онлайн навчання включатиме наступні елементи: включення *кіберпростору* – віртуального середовища, що позначає ампліфікований феномен інтернету. Кіберпростір позначає можливості здобувача вищої освіти імітувати зовнішній світ, що виникає внаслідок дії на нервову систему людини відео матеріалу, проглядання якого забезпечено, в свою чергу, використанням комп'ютерних технологій; включення *всесвітньої мережі* – сфери з особливими законами, які не відповідають реальному світу; використання *веб* (WorldWideWeb (WWW) – з англійської: всесвітньої павутини) – інтернет-платформа, комплекс технологій певного рівня розвитку інтернету: Веб, Веб 2.0, Веб 3.0; включення *гіпертексту* – комбінації тексту певною мовою з комп'ютерною можливістю використання інтерактивних переходів або динамічної експлікації нелінійного текстового матеріалу, який не може бути надрукований традиційним способом і представлений на папері. Гіпертекст – це модель організації електронного тексту, що характеризується специфічною структурованістю й розгалуженою системою програмно ампліфікованих у єдину систему внутрішньотекстових і міжтекстових переходів, що припускає можливість вибору читачем послідовності відтворення окремих композиційних одиниць.

Ключові слова: онлайн-навчання, онлайн-освіта, відеоресурси, креативне мислення, Інтернет, кіберпростір, Всесвітня павутина, гіпертекст.

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