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## Clip thinking as a consequence of virtual communication: Pedagogical methods of neutralisation in foreign language lessons

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**Abstract.** The development of modern information and communication technologies has led to the fact that online communication has become almost the only means of feedback between teachers and students, but the clip thinking that results from virtual communication reduces attention, performance and quality of knowledge. The purpose of this research is to consider the specific features of virtual communication and clip thinking, to identify the challenges caused by the interaction of the phenomena of online communication and clip thinking, and to suggest ways to improve the effectiveness of the pedagogical process, in particular in foreign language lessons. The main research methods – analysis of new literary sources on the chosen subject, generalisation, specification and description of the results obtained. The research proves that the active interaction of Internet communication and clip thinking determines the need to mitigate the adverse effects and successfully transform their interaction into a positive one, in particular, by pedagogical methods. For the first time, the synthesis of clip thinking and virtual communication is considered, and specific ideas are presented to neutralise its certain adverse effects. It is established that the mediation of communication by electronic means of communication leads to quick thinking. It was identified that anonymity, the voluntariness of contacts and uncertainty of linguistic and social provisions - are the causes of linguistic minimalism and linguistic poverty, while convenience, synchronicity and asynchrony lead to the fact that learners have to do several things at once, and polyphony can cause any sign of clip thinking. It has been established that the replacement of non-verbal means of communication with emoticons leads to linguistic minimalism and poverty due to the inability to correctly describe one's own emotions or inaccuracies in the emoticon. It is proved that the global intercultural nature of electronic communication due to the lack of knowledge of a foreign language can cause linguistic minimalism and poverty, and Internet communication with all its features leads to students' preference for particular thinking. The study allows considering all the features discussed in the organisation of the pedagogical process and more carefully selecting methods of developing logical-conceptual and systemic thinking of adolescents, in particular, in foreign language lessons

**Keywords:** Internet communication; online communication; adolescents; virtual addiction; logical and conceptual thinking

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## INTRODUCTION

Communication has always been one of the most pressing issues in science, and with the rapid development of society, the relevance of the communication problem is only growing. Personal qualities, the possibility of their realisation, time constraints, health and lack of real communication have become the main reasons for preferring Internet communication, which in turn has led to the interest of the Ukrainian and global community of scientists in exploring issues related to the virtualisation of society and changes in the features of communication. Ukrainian scientists (Karapetyan, 2021; Morozova & Rozhnenko, 2021) pay special attention to the comparison of online communication with conventional communication, philosophical, communicative, sociological, gender, psychological and linguistic aspects of virtual communication. In particular, researchers pay considerable attention to the socialisation and establishment of personality in the virtual context (Ivanova, 2017), opportunities and risks posed by online communication (Pantelieieva, 2019). Since adolescents are most affected by online communication (Laghi *et al.*, 2013), who will constitute the core of society in the future, much attention is paid to psychological forecasts of provisions and rules of communication on the Internet among adolescents (Soldatova *et al.*, 2019), and the phenomenon of clip thinking, which has emerged and continues to design with the continuous development of modern information and communication technologies (Gych, 2016; Pantelieieva, 2019; Kolobaev & Sinitsyna, 2021). In addition, foreign scholars have not ignored the issue of linguistic and normative features of virtual communication (Ajabshir, 2018; Dürscheid, 2018), the interaction of Internet communication and non-verbal communication (Paradisi *et al.*, 2021). While Ukrainian researchers have paid more attention to using information and communication technologies (ICTs) in teaching younger students and adolescents, foreign researchers have explored the impact of online communication on various learners' competences, including linguistic and pragmatic ones, in learning English as a foreign language (Ajabshir, 2018; Schlobinski & Siever, 2018). When exploring the specific features of adolescents' network interaction, foreign scholars have described the influence of the screen on adolescents' personalities (Chen *et al.*, 2017; Bowman-Smith *et al.*, 2021), modelled the written form of virtual communication of adolescents with certain lexical patterns (Vorobel & Kim, 2017; Hilte *et al.*, 2020), demonstrated how the age of the interlocutor affects the style of online writing of adolescents (Hilte *et al.*, 2021), and described the methodological possibilities of social networks for the development of English-language written communication skills. The scientific originality of the study is that it is the first to describe how virtual communication of adolescents leads to the emergence of a specific feature of clip thinking and its growth with the age of students. The purpose of this research is to examine the specifics of these two phenomena, identify pedagogical problems that arise in the interaction of online communication and clip thinking,

and find ways to solve them to improve the quality of education, in particular in foreign language classes.

## LITERATURE REVIEW

According to recent studies (Karapetyan, 2021; Morozova & Rozhnenko, 2021), the main features of online communication are mediation – without modern communication technologies, communication is not virtual, but conventional; anonymity – allows a person to change their “real self” and construct personal and social identity; voluntariness of contacts – all contacts can be terminated at any time; synchronicity and asynchronicity – interaction occurs in real-time or with the possibility of a delayed response, respectively; polyphonicity – a large number of language practices become available; convenience – supports the greatest comfort in communication for each person; global intercultural character – allows establishing contacts with people who are distant from the user in reality; uncertainty of language normativity – there are no clear and strict rules of language in social networks, everyone can write and change words or syntactic structure as they like; underdevelopment of social provisions, including moral and legal ones; an expanded vocabulary compared to conventional communication – lexical new developments, including borrowings, occur in the online space; replacement of non-verbal means of communication with emoticons.

A. Karapetyan (2021) notes that online communication during a pandemic has become a guarantee of health, although it was previously considered unnatural. Ya. Morozova and O. Rozhenko (2021) explored the linguistic features of virtual communication and demonstrated, using the example of young people, that Internet communication, unlike conventional communication, is characterised by such language forms as jargon, slang, abbreviations and shortened words and phrases. In addition, they provide a list of typical lexical and graphical changes using English as an example, and they call virtual English itself “*Weblish*” (Morozova & Rozhnenko, 2021). W. Chen *et al.* (2017) state that excessive virtual communication has resulted in a decrease in real communication with family or friends. G. Soldatova *et al.* (2019) in their study prove that adolescents are the most vulnerable group to impolite and rude communication both as they are more frequently breaking rules and as the difference between online and offline is the greatest for them, and difficulties in regulating emotions are a predictor of their rudeness and impoliteness.

When exploring the freedom provided by virtual reality, Kh. Ivanova (2017) concludes that the real image of a person is frequently replaced by a virtual image, and, as a result, a person may do nothing in the real world as they believe that it is impossible to translate the virtual image into the real world, or the virtual image motivates a person to work on themselves in reality to achieve their online image. In addition, the researcher notes that from an adverse standpoint, the virtualisation of society leads to a decline in morality, the fading of traditions into the background and their replacement by virtuality, a transition to polar consciousness and a decrease in the value of knowledge, and from a positive standpoint to

a desire to improve oneself, a change in worldview and the development of logical thinking.

Researchers of clip thinking (Gych, 2016; Pantelieieva, 2019; Kolobaev & Sinitsyna, 2021) unanimously agree that the main features of such thinking are: high speed, multitasking, superficiality, linguistic minimalism and linguistic poverty, distraction, hyperactivity, attention deficit, and the secondary importance of abstract thinking compared to specific thinking.

V.K. Kolobaev and T.A. Sinitsyna (2021) in their study compared logical-conceptual thinking and clip thinking and concluded that people who are characterised by clip thinking cannot abstract from one specific element and generalise a subject, as the predominance of a specific feature of the subject obscures the full picture of this subject. I.M. Zalyaletdinova (2020) describes the pedagogical challenges of clip thinking and concludes that it is not necessary to simplify information and adapt the means of presenting information but to purposefully develop logical and conceptual thinking through the means of their subject. In examining clip thinking among adolescents, V. Pantelieieva (2019) concluded that by applying the right teaching methods, it is possible to reduce the adverse effects of clip thinking, which already contradicts the study by I.M. Zalyaletdinova (2020). G. Gych (2016) argues that the most effective way to counteract clip thinking is to read, and the main problem is that “people-books” (teachers) and “people-screens” (students) cannot communicate with each other and, therefore, cannot understand each other.

Thus, when considering virtual communication, most scholars concentrate on the specifics of this communication only within their own country or are limited to their field of study, among which there is no pedagogy. When exploring clip thinking, researchers are unanimous in the connection between clip and virtuality, the signs and manifestations of clip thinking, and the need to address this problem, in particular through pedagogical methods. However, there are no specific methods for transforming clip thinking from adverse to positive, and there are no studies on the interaction of Internet communication and clip thinking and their cumulative effect on pedagogy.

## MATERIALS AND METHODS

The materials for the research are actual works of researchers in various scientific fields, which address several important aspects of virtual communication, and the author's observations of the process of communication among adolescents on the Internet. When teaching foreign languages, providing psychological assistance to adolescent students, and in the process of tutoring, the author used the social networks *Telegram*, *Viber*, and *Zoom* for communication. When observing the communication process, the author paid attention to the lexical, grammatical, spelling and emotional features of texting or voice messaging without violating the ethical standards and privacy policies of these networks. Communication remained private within the framework of a dialogue with a particular student or a polylogue in groups. Every action taken in the course of the

study complied with the ethical standards for using digital technologies in educational research adopted by the American Educational Research Association (2011) and all recommendations of the British Educational Research Association (2018). The research was conducted with the consent of parents and considering the psychological characteristics of children of different ages. All principles of morality were observed, the rights of each research participant were not violated, honour and dignity were not humiliated, discrimination did not occur, and the health of research participants was not harmed.

In the process of writing the study, the following theoretical methods were used: search for scientific sources on the subject, analysis of the works of scientists and the results of own pedagogical observation, synthesis of data obtained from various sources, generalisation and specification of the results of research by Ukrainian and foreign scientists, and empirical methods – study of information sources on Internet communication and clip thinking and the author's observations during his pedagogical activity. Each of these methods was used to study the positive and adverse effects of virtual communication and clip thinking in the process of learning and a person's future life. The work is structured as follows: each of the key features of virtual communication – its causes, consequences and possible ways out of the situation – is considered in turn. These methods are proposed based on the conclusions from the analysed scientific literature and the author's observations during a long period of teaching.

## RESULTS AND DISCUSSION

As a result of the study, the main features of the interaction between online communication and clip thinking are highlighted, and it is described how each of these features of online communication leads to the emergence of a certain feature of clip thinking, and the cumulative pedagogical effect of the characteristics of both phenomena, in which virtual communication and clip thinking in their interaction enhance some or all of their features and lead to new consequences.

*Mediation.* With the technological progress of society, there has been a certain retreat from conventional face-to-face communication, the amount of information received has increased, and, as a result, modern adolescents need to either protect themselves from unnecessary information or make the pace of their perception of information equal to the amount of incoming information (Vedmediev, 2021; Umanets, 2021). The way out of this situation – to think very quickly, and speed is the first sign of clip thinking. In turn, this leads to the fact that the teacher has to present the initial material in a shorter time frame but still achieve the purpose. Instead of focusing on each detail individually and covering it slowly but deeply, the teacher should cover the entire material in one or two lessons. In foreign language classes, this problem can be solved by teaching *skimming* and *scanning* techniques in appropriate types of lessons, which will allow the teacher to concentrate more on the desired points of the subject. In a grammar and

vocabulary lesson, the pace can be slowed down by using *concept-checking questions (CCQs)* to check for understanding.

*Anonymity, voluntary contacts and uncertainty of linguistic and social provisions.* In the online space, a person can build a completely new personality, not tell what they do not want to, and contact anyone and everyone whenever they want (Ivanova, 2017). It means that, in particular, adolescents become more relaxed and independent in their expressions, which in turn leads to the fact that the lexical content of adolescent communication is reduced to the level of, for example, favourite phrases, i.e. their speech becomes poor and the number of words used decreases – another sign of clip thinking. For the teacher, this means that, if they know how to use social media, they do not know for sure whether the interests of a particular student, their positive and adverse traits, and psychological problems that can be identified through posts in the profile or the comments are real. In addition, the student may not want to make contact or may break contact and block the teacher. Therefore, it becomes more difficult to implement differentiated and individual approaches to teaching and to forecast the development of students' knowledge, skills and abilities, and the educational process of students, including in the context of foreign language teaching. The teacher, for their part, can provide examples of texts or audio with violations of the normative speech and analyse these violations in more detail with the students while conducting educational work in a vocabulary or grammar lesson.

*Convenience, synchronicity and asynchronicity.* On the one hand, adolescent communicates in the conditions they like and uses the means of communication they want, and on the other hand, they perform several activities at once: they communicate, play or listen to music and perhaps sit in class or do homework, as they have the freedom to do what they like and when they want. It leads to the fact that a teenager is forced to always be in multitasking mode (Umanets, 2021), as teachers ask too much, in their opinion, and they want to spend more free time with friends. In addition, if a teenager is having a synchronous lesson or doing homework while interacting with peers online, they can send messages asynchronously, it is difficult for a child to concentrate on one thing for a long time, and the clips should always be changing, like in a kaleidoscope. It leads to distraction, most likely in class, hyperactivity and attention deficit when learning a new subject or performing specific tasks – these are two signs of clip thinking. For the teacher, in turn, it leads to the fact that the teacher has less influence on the student than communication in messengers, and the student trusts the teacher less than information on the Internet. To reverse this trend in foreign language classes, teachers should use authentic textbooks and supplementary materials with content that is primarily interesting to the relevant group of adolescents, and that corresponds to the current model foreign language curriculum of the New Ukrainian School (NUS).

*Polyphonicity.* If the dialogue was the priority form of communication in conventional communication, Internet

communication makes monologue and polylogue more important language practices. It leads to the fact that in the online interaction of students, for example, when working in groups in a foreign language class, teenagers lack any authorship, as with the availability of the Internet, they can find a fragment on the subject and present it as their own opinion if it is a monologue, and a polylogue is a group product, therefore, it becomes impossible to identify in which part a particular teenager has contributed their opinion and whether the student has made any effort at all (Zalyaletdinova, 2020; Morozova & Rozhnenko, 2021). If a test is given in class, the student is more likely to quickly find the answer on the Internet than to think about it. It means that any or all of the signs of clip thinking can manifest themselves due to the polyphonic nature of virtual communication. On the other hand, the teacher can combine the four main communication skills – listening, reading, writing and speaking – and apply a systematic approach to one exercise. Such an exercise can even extend over an entire lesson, with the focus on the interests of the students, not just the textbook and the desire to complete the lesson plan.

*Replacing non-verbal communication tools with emoticons.* Thus, there is a degradation of language forms (Dürscheid, 2018; Morozova & Rozhnenko, 2021), and instead of writing and describing the corresponding emotion, the student replaces it with an emoji, sticker, or changes the colour or size of letters in the text. It is where linguistic minimalism comes into play, and where the learner may ask the question: “why do I need to learn the names of these emotions if a smiley face or sticker is enough to convey information”. It results in the teacher paying more attention to grammatical aspects in the foreign language classroom due to the degradation of language forms on the Internet. In addition, the issue of developing students' emotional intelligence in foreign language lessons is becoming more relevant due to the degradation of emotional culture in virtual communication.

*Global intercultural character.* This feature of Internet communication, unlike others, provides students with the opportunity to expand the boundaries of their communication and meet their peers from other countries. Due to the lack of knowledge of a foreign language, the student may again manifest linguistic minimalism and poverty. A foreign language teacher, in turn, can use this fact as a motivation to learn a foreign language and ask students to do a written assignment in the form of an SMS message to a native speaker.

*Virtual communication in general.* To process information received as a result of online communication, an adolescent generally needs little effort, they are only interested in what is important here and now, the student is not able to process information, critically evaluating it from different angles, in particular, due to their age, i.e. adolescents lack analytical, critical, divergent and convergent thinking, which are components of abstract thinking (Soldatova *et al.*, 2019; Umanets, 2021; Karapetyan, 2021). Thus, the last sign of clip thinking is manifested. Notably, without ICTs, there would be no virtual communication, and therefore the abil-



ity to think abstractly would be higher, adolescents would concentrate less on the specifics of a particular thing and would only receive information straight from parents and teachers, although the question “why?” would not disappear. For teachers, it means a challenge to develop so-called soft skills or 21<sup>st</sup>-century skills, including critical thinking and emotional intelligence, both within their subject and in general, as required by the NUS model programmes.

Kh. Ivanova (2017) argues that virtual freedom is a source of a new type of communication, which is “characterised not by interpersonal contact, but by so-called distance communication, which is devoid of personal emotions and feelings. Such communication has both adverse and positive consequences”. In addition, she argues that: “one of the consequences of virtual communication and access to information is the development of a clip-type of thinking” and justifies this in terms of sociology and philosophy. The results of her research coincide with the results of this study in terms of anonymity, voluntary contact and the replacement of non-verbal means of communication. V. Pantelieieva (2019) explored the level of knowledge acquisition by students with clip thinking and concluded that “by using the right teaching methods, it is possible to reduce the adverse effects of typicality and enhance the positive ones”, which coincides with the main findings of this study. G. Gych (2016) explored the specifics of the manifestation of clip thinking in the learning process and says that “conceptual thinking has ceased to play an important role in the modern world, today a completely different thinking has been developed, as it is based mainly on the images of the worldwide computer network”. He and the researchers he relies on believe that “the most accessible method of minimising the adverse effects of ‘clip’ thinking is reading”. In this study, when considering the mediation and polyphony of virtual communication, it is said about the specific features of teaching reading to clip-thinking carriers. Ya. Morozova & O. Rozhnenko (2021) considered the uncertainty of language provisions, language minimalism and language poverty of virtual communication in the example of English, and N. Umanets (2021) called the manifestations of language minimalism and language poverty “communicative risks”. In addition, she outlined the latent risks of online communication, among which she described cognitive risks: distraction, and difficulty in remembering, which in turn are signs of clip thinking.

Thus, this study does not contradict the results of most other studies of the phenomena of clip thinking and virtual communication. On the contrary, the findings of this study complement and expand the knowledge and understanding of the phenomena considered. It is impossible to delete or block online communication today, thus, the only thing left for a teacher to do with online communication is to

accept the new form of communication, understand the motives for its use by adolescents and use it to their advantage in the educational process within the NUS concept.

## CONCLUSIONS

In the course of the study, it is established that in modern conditions, when virtual communication and clip thinking has become the provisions of human life, which continue to transform and expand their boundaries, the development of virtual communication leads to the emergence and strengthening of the features of clip thinking. The study attempts to characterise the process of the emergence of clip-thinking features under the influence of virtual communication. The research has demonstrated that quick thinking comes from the mere presence of electronic means of communication. Multitasking, hyperactivity and attention deficit are caused by the ability to exchange SMS messages instantly, without waiting for a response, and in a comfortable environment. The anonymity, voluntariness of contacts and the uncertainty of linguistic and social provisions of online communication allow adolescents to use any vocabulary with minimal content. In addition, language poverty and language minimalism can arise from the lack of non-verbal means of communication in Internet communication and its global intercultural nature. The predominance of monologue and polylogue in virtual communication can lead to the emergence or intensification of any sign of clip thinking.

The author of this study proves that the cooperation of the phenomena of virtual communication and clip thinking has more adverse features than positive ones, therefore, it is important both to level the adverse impact of the interaction of online communication and clip thinking and to find methods of transforming the cumulative effect of these phenomena into a positive one. The greatest prospects for this are in pedagogy. A foreign language teacher can use the interaction of clip thinking and online communication to their advantage to develop students’ logical, conceptual and systemic thinking.

This study will help to organise the pedagogical process and more carefully select methods of working with carriers of clip thinking, considering all the described features of the interaction of the phenomena examined. Further search and research of the effective use of clip thinking and virtual communication in its pedagogical aspect are seen in the study of *student-centred* teaching methods within the field.

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## CONFLICT OF INTEREST

None.

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## **Кліпове мислення як наслідок віртуальної комунікації: педагогічні методи нейтралізації на уроках іноземної мови**

**Анотація.** Розвиток сучасних інформаційно-комунікаційних технологій призвів до того, що онлайн-комунікація стала чи не єдиним засобом зворотного зв'язку між учителем та учнями, однак кліпове мислення, яке є наслідком віртуальної комунікації, знижує увагу, успішність та якість знань. Мета цієї роботи – розглянути особливості віртуальної комунікації та кліпового мислення, визначити виклики, зумовлені взаємодією феноменів онлайн-комунікації та кліпового мислення, і запропонувати шляхи підвищення ефективності педагогічного процесу, зокрема на уроках іноземної мови. Основні методи дослідження – аналіз нових літературних джерел з обраної теми, узагальнення, конкретизація та опис отриманих результатів. У роботі обґрунтовано, що активна взаємодія інтернет-комунікації та кліпового мислення визначає необхідність ослаблення негативного впливу та успішне перетворення їхньої взаємодії на позитивну, зокрема педагогічними методами. Уперше розглянуто синтез кліпового мислення та віртуальної комунікації і наведено конкретні ідеї щодо нейтралізації його певних негативних наслідків. Розкрито, що опосередкованість комунікації електронними засобами спілкування призводить до швидкого мислення. Виявлено, що анонімність, добровільність контактів та невизначеність мовно-соціальних норм – причини мовного мінімалізму та мовної бідності, а зручність, синхронність та асинхронність призводять до того, що учні повинні робити кілька справ одночасно, а поліфонічність може викликати будь-яку ознаку кліпового мислення. З'ясовано, що заміна невербальних засобів спілкування емодиконами призводить до мовного мінімалізму та бідності через невміння правильно описати власні емоції або неточності емодикона. Доведено, що глобальний міжкультурний характер електронної комунікації через незнання іноземної мови також може стати причиною мовного мінімалізму та бідності, а інтернет-комунікація з усіма її властивостями призводить до того, що учні надають перевагу конкретному мисленню. Дослідження в подальшому дає змогу врахувати всі розглянуті особливості в організації педагогічного процесу та більш ретельно підібрати методи розвитку логіко-понятійного та системного мислення підлітків, зокрема на уроках іноземної мови

**Ключові слова:** інтернет-комунікація; онлайн-комунікація; підлітки; віртуальна залежність; логіко-понятійне мислення