

Отже, успішна професійна діяльність майбутнього студента-практиканта багато в чому залежить від якості зворотного зв'язку. Якщо останній чіткий, зрозумілий та студентоцентрований, то він сприятиме якісній підготовці майбутнього вчителя ІМ.

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CROSS-CULTURAL CREATIVE LEARNING AND ASSESSMENT

Cross-cultural creative learning and assessment within the context of diverse cultural paradigms constitutes a fascinating field of study. It offers a unique opportunity to not only appreciate the richness of human diversity but also to design educational methods and evaluation processes that transcend cultural boundaries.

Cross-cultural creative learning can serve as a catalyst for innovation and the synthesis of ideas from various cultural backgrounds. This approach encourages students to draw upon their distinct cultural lenses and experiences to develop novel solutions to complex problems.

Creativity can be seen as a temporary misalignment between an idea and the society in which it develops. Some people are willing to take more risk and embrace or develop new ideas; these gradually integrate the social fabric and ultimately become an accepted and standardized part of society [1, p. 5]. Furthermore, it promotes a deeper understanding of different worldviews and encourages the celebration of cultural diversity as a wellspring of creative inspiration.

David Matsumoto's conceptualization of culture encompasses a comprehensive amalgamation of values, attitudes, traditions, behaviors, and language that are distinctly specific to a particular societal cohort, consciously propagated from one generation to the next [3, p. 67].

Although creativity is complex and multi-faceted, it can be articulated around three major components of novelty (creative ideas are innovative), quality (appeal of the idea) and relevance (the idea is appropriate to the task and era) [4, p. 118].

Within over the modern society, multifarious cultural disparities manifest, stemming from both internal and external factors. External cultural distinctions transpire as a result of global influences, linguistic diversity, familial customs, educational foundations, and experiential backgrounds. Conversely, internal cultural differentiations are precipitated by variances in geographic regions, socio-economic strata, and societal standing. Indeed, creativity involves social aspects, as it implicates individuals in a context, working with a set of existing patterns of meanings and symbols at a given time in history [1, p. 3].

From one perspective, the phenomenon of cross-cultural constants fosters an environment that embraces heterogeneity and facilitates a reciprocal interchange of ideas.

However, juxtaposed with this, cross-cultural disparities engender challenges when endeavoring to construct a just, precise, and equitable assessment framework. Linguistic disparities and educational differentials can precipitate miscommunication and misconstrued interpretations of specific queries and the overall objectives of the assessment. These disparities, both in language and educational readiness, have the potential to induce variations in students' learning modalities, proclivities, areas of concentration, inquiries, and responses to queries posed by educators and peers alike.

Development of cross-cultural competence allows students not only to study a particular idea or concept within many cultures but also to be engaged in intercultural communication. Understanding the cultural context of both the target language and the learners native language leads to greater awareness of the interdependent relationship between languages and cultures [5, p. 412].

The formulation of an assessment framework that is both precise and equitable, addressing these concerns, necessitates an innovative mindset, continuous revisions, and a willingness to step beyond the confines of one's comfort zone. Assessment, within this cross-cultural framework, emerges as a challenging yet rewarding endeavor. Addressing cultural diversity within assessments is essential to ensure fairness and accuracy.

Instructors and evaluators need to be sensitive to linguistic differences and variances in educational backgrounds to construct assessments that are inclusive and accessible to all students. This may involve the adaptation of methods, provision of multilingual resources, or alternative evaluation criteria.

However, it is crucial to recognize that cross-cultural creative learning and assessment also offer a tremendous opportunity for personal and intellectual growth. By confronting the complexities and potential pitfalls of intercultural communication and assessment, students and educators can develop skills in empathy, adaptability, and critical thinking. These skills are invaluable in our increasingly globalized world and can empower individuals to engage with a wide range of cultural perspectives.

In conclusion, cross-cultural creative learning and assessment represent a dynamic and evolving field that fosters cultural appreciation, innovation, and personal development. Embracing the challenges and opportunities presented by

cultural diversity in education not only enriches the learning experience but also prepares students to thrive in an interconnected world.

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CHAT GPT AS AN ASSISTANT IN STUDENTS' RESEARCH

According to LinkedIn's Future of Work report, the share of global English-language job postings on the platform mentioning GPT or ChatGPT has increased 21 times since November 2022, when OpenAI first released its AI chatbot into the world [3]. The report also found that the platform's users are rapidly adding AI-oriented skills to their profiles. It shows high demand for people with AI skills, increasing opportunities for job-seekers, and the need of higher education institutions (HEIs) to meet the challenge.

While some states and HEIs have blocked ChatGPT, most governments and HEIs are seeking ways to adjust to a world in which AI has become more widespread, accessible, and easy to use. According to UNESCO International Institute for Higher Education guide on ChatGPT and Artificial Intelligence in higher education, the chat "can be used but requires both care and creativity to ensure it is handled ethically and appropriately" [1, p. 13].

With rapid advancement of technology, university teachers all over the world cannot use the same materials for students as they did last year. Although concerns