

and industry.

In conclusion, the application of modern innovative management technologies in educational institutions is essential for driving progress and maintaining relevance in a competitive global landscape. By embracing technological advancements, adopting innovative management methods, and addressing challenges through strategic solutions, institutions can enhance their operational efficiency, improve educational quality, and empower educators and students to achieve their full potential. This transformative approach ensures that education remains a powerful tool for individual and societal growth in the 21st century.

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## **VISUALIZED TEACHING: FROM INTUITIVE TO PERSONALIZED APPROACHES**

Visualized learning is not just about watching short videos or movies ; it is not just a marginal extracurricular learning ; it is not just the job of Chinese teachers. Visualized teaching is an innovative practice that is different from direct text learning. Based on text reading, the primary stage is to integrate video, pictures, audio and other technical means to promote learning . The intermediate stage is to use visual tools and structured methods to design teaching activities. The advanced stage is to combine teaching with entertainment, learning with fun, and learning through games, making homework design, teaching evaluation, and learning habits concrete and visual, thereby improving students' thinking ability, aesthetic ability and cultural confidence.

Let's dwell in more detail on the stages of visualization of training:

– The initial stage of video teaching : intuitive and digital. Aristotle said, « Without images, the brain cannot think .» Interest is the greatest motivation for learning. In primary school Chinese classes, teachers can use innovative methods of visualization and visualization to improve students' interest in learning. Teachers work hard on classroom strategies and classroom reforms, prepare lessons carefully before class, and make full use of the students' cognitive and psychological

characteristics. They adopt scientific and efficient teaching methods in class, make full use of precious class time, and greatly improve classroom efficiency [1].

– Intermediate state of video teaching : visualization and structure. Confucius said , « I forget what I hear , I remember what I see , and I understand what I do .» The general process of applying visual teaching to daily teaching is to read the text first, then extract key information, and then use visual and structured tools, which include visualization of introduction , homework , process , evaluation and results, and finally group communication and collective discussion to form learning results. Visual reading makes teaching content visual and concrete [2] .

– The ultimate goal of video teaching : student-centered and personalized. The ultimate goal of visual teaching is to personalize teaching and to be student-centered . The most prominent feature is the pre-placement of homework , teaching based on learning, and forming a closed loop. In the past, our teaching was to teach directly regardless of whether the students knew it or not . The teacher taught what the teacher wanted to teach, not what the students did not know. Therefore, visual teaching should first find out what the students do not know, then learn what they do not know, and then teach what they still do not know after learning these , and finally come up with new questions. This is the best teaching ecology, rather than ending after teaching and doing. A good class must trigger the desire to explore and eventually start with the generation of new questions . Visual teaching advocates the pre-placement of homework and makes the homework visual . In summary, it can be said that visual teaching has changed the way of teaching, especially the way of learning.

Learning visualization is an innovative approach that significantly differs from traditional text-based learning. It evolves through three stages, each with its unique characteristics and objectives. At the initial stage, the use of videos, images, and audio stimulates students' interest and facilitates the comprehension of material. In the intermediate stage, structured tools are applied, making the learning process more organized and clear, helping students better understand the information.

The ultimate stage focuses on personalizing the learning process and increasing the student's role as an active participant. The principle of «learning based on the student's knowledge» is emphasized, enabling not only the reinforcement of existing knowledge but also encouraging students to independently explore new topics. Visualization makes homework, evaluation, and even the learning process itself more visual and effective.

This approach fosters the development of essential competencies in students, such as creative thinking, aesthetic taste, and cultural confidence. The innovative nature of visual learning also ensures a high level of motivation and engagement in the educational process. Moreover, this method encourages students to ask new questions, which is the foundation for further self-improvement.

Thus, learning visualization changes not only teaching methods but also attitudes toward the learning process, creating conditions for the holistic development of each student.

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## **CULTIVATION OF INTERCULTURAL COMMUNICATION ABILITY IN PHYSICAL EDUCATION**

In the era of globalization, the cultivation of intercultural communication ability in physical education has become increasingly important. This paper explores the significance of intercultural communication in physical education, analyzes the current status of its cultivation, and proposes strategies to enhance this ability among students. By integrating cross-cultural elements into physical education, we aim to foster students' global awareness, cultural sensitivity, and communication skills, ultimately preparing them to become competent global citizens.

With the accelerating pace of globalization, interactions among people from different cultural backgrounds have become more frequent. Physical education, as an essential component of education, provides a unique platform for promoting intercultural communication. This paper delves into the importance of cultivating intercultural communication ability in physical education, addressing its potential benefits and challenges.

### **I. Significance of Intercultural Communication in Physical Education**

#### **1. Enhancing Global Awareness:**

Intercultural communication in physical education exposes students to diverse cultural perspectives, fostering their understanding and appreciation of global issues. This enhances their global awareness and prepares them to navigate the increasingly interconnected world [1].

#### **2. Promoting Cultural Sensitivity:**

By engaging in physical activities with individuals from different cultures, students learn to respect and adapt to cultural differences. This cultural sensitivity is crucial for effective communication and collaboration in a multicultural environment.

#### **3. Improving Communication Skills:**

Physical education provides opportunities for students to interact and communicate in a non-threatening and enjoyable context. This helps them develop their communication skills, including listening, empathy, and clear expression, which are essential for intercultural interactions.

### **II. Current Status and Strategies for Cultivating Intercultural Communication Ability**

#### **A. Current Status**

Currently, the cultivation of intercultural communication ability in physical