

## **Editorial Commentary to the Special Issue on “Innovation in Education: Integrating Traditional and Digital Pedagogies”**

---

**Liana Spytska**

Kyiv International University, Ukraine

The introduction of innovative technologies contributes to the improvement of various spheres of life; in the educational process, learning becomes more accessible and flexible, allowing students to study at any time and place convenient for them. In addition, digital tools create opportunities for interactive and engaging learning, which increases student motivation and engagement. Technology is expanding access to knowledge and resources, allowing a wide range of people to receive education, even in remote areas or under conditions of constraints.

This special issue containing seven articles collectively contributes to a deeper understanding of the evolution of education in the digital age, with a special focus on the integration of technology across disciplines. Each study utilizes rigorous methodologies and analytical frameworks to explore different aspects of innovation in education. The issue is enriched with in-depth, high-quality and unique articles based on empirical and theoretical research.

The article “The Use of Digital Technologies to Prepare Future Translators for the Modern Requirements of the Linguistic Services Market” examines the role of digital technologies in shaping the professional training of future translators. Iuliia Golovatska and Grygorii Tereshchuk, using a number of analytical methods such as structural-functional and comparative analysis, highlight the profound socio-economic changes that require new standards in translation education. The authors convincingly prove the primacy of digital resources in improving the skills and efficiency of translators, which meets the needs of modern professional practice. The use of digital resources and new technologies significantly improves the learning process. They make it easier and more accessible to acquire new knowledge that future professionals need (Polly et al., 2023).

The introduction of innovative tools for finding information is an essential element in improving student performance. For example, open catalogs of scientific literature, researchers, journals, and research institutions from around the world help both teachers and students (Kaliuzhna, 2023). The article “The role of Information Communications in the Educational Environment of Higher Education Institutions” by Nataliia Shetelia et al. (2024) underscores the transformative impact of information communications on higher education. The authors of the study noted the positive impact of digital tools on creating an interactive learning environment and increasing student engagement. This research not only underscores the efficacy of digital technologies in higher education but also emphasizes the imperative for educators to adapt to the evolving digital landscape.

Mirkul Esengulova et al. (2024) emphasize the importance of introducing new teaching

methods. Their article “Experience of Applying the Blended Learning Model in the System of Professional Development of Primary School Teachers in the Kyrgyz Republic” explores the implementation of blended learning models in enhancing teacher competence, particularly in the context of education reforms in the Kyrgyz Republic. The researchers offer valuable insights into the efficacy of blended learning platforms like Moodle. It elucidates how such models facilitate professional development and mentoring, thereby addressing the evolving needs of educators amidst digitalization trends.

Fluency in digital technologies is an important prerequisite for high-quality and successful teaching. This has been especially true during COVID-19 (Bunga et al., 2024). Kostiantyn Bohomaz et al. (2024) examine the impact of distance learning on humanities education at Ukrainian universities, particularly in light of the COVID-19 pandemic. Through a comprehensive review of challenges and opportunities, the study underscores the transformative potential of technology in reshaping pedagogical practices. By juxtaposing international experiences with the Ukrainian context, it provides a nuanced understanding of the feasibility and implications of distance teaching methodologies. In their article “Critical Thinking Development of Foreign Language Teachers through Digital Literacy Training”, Zhang Lin et al. (2024) explore the combination of digital literacy and critical thinking skills in foreign language education. They underscore the importance of digital literacy in modern pedagogy. The study offers practical solutions to contemporary pedagogical challenges, thereby enhancing teacher training initiatives.

Impossible not to notice is how the latest technologies have been integrated into the artistic space of education. By using the latest technology to rethink the way information is presented to students, the likelihood of better learning increases (Bobrenko, 2022). Natalia Ursu et al. (2024) agree with this. In their work, they consider the urgent need to integrate innovative technologies into art education in Ukrainian educational institutions. They explore the potential of technological integration for change in art education. Such integration promotes creativity, global collaboration, and new ways of artistic expression.

In addition, the issue highlights the importance of introducing digital technologies in the music field. Their use in music education is proving to be extremely effective in terms of engaging students and enriching the learning process (Soshalskyi, 2023). The article “Evaluating the Effectiveness of Using Digital Technologies in Music Education” by Flutura Gagica Rexhepi et al. (2024) investigates the effectiveness of digital technologies in music education, employing statistical analysis and theoretical frameworks to elucidate their impact on learning outcomes. By highlighting the benefits of digital resources in fostering student engagement and creativity, the study underscores their potential to revolutionize music education and enrich the developmental journey of learners.

The research papers in this issue highlight the transformative potential of digital technologies in education, offering valuable insights for researchers, policy makers, and educators. They not only contribute to the academic discourse but also inform practical strategies for leveraging technology to enhance teaching and learning outcomes in diverse educational contexts. The issue, which includes high-quality and original research, aims to stimulate thought, provoke debate, and inspire action aimed at implementing and further developing technology in education.

### **Author Information**

Professor Liana Spytyska  
Head of the Department of Psychology and Pedagogy  
Kyiv International University, Kyiv

### **References**

- Bobrenko, R. (2022). Approaches to visual communications subject content in the training of graphic designers. *Culture and Contemporaneity*, 2, 103–109. [in Ukrainian]
- Bohomaz, K., Sorokina, L., Voronova, Z., Valuieva, N., & Kuzmenko, N. (2024). Humanitarian disciplines in the conditions of distance learning at the stage of higher education transformation in Ukraine. *Journal of Educational Technology Development and Exchange*, 17(1), 222-238. <https://doi.org/10.18785/jetde.1701.13>
- Bunga, B. N., Rihi Tugu, P. A., Yulianto, J. E., & Kiling, I. Y. (2024). Collaborations amid the pandemic: East Nusa Tenggara preschool teachers' experiences in developing distance learning during COVID-19. *Educational and Developmental Psychologist*, 41(1), 29–38.
- Esengulova, M., Asekova, Z., & Toktogulova, N. (2024). Experience of applying the blended learning model in the system of professional development of primary school teachers in the Kyrgyz Republic. *Journal of Educational Technology Development and Exchange*, 17(1), 205-221. <https://doi.org/10.18785/jetde.1701.12>
- Golovatska, I., & Tereshchuk, G. (2024). The use of digital technologies to prepare future translators for the modern requirements of the linguistic services market. *Journal of Educational Technology Development and Exchange*, 17(1), 175-187. <https://doi.org/10.18785/jetde.1701.10>
- Kaliuzhna, N. (2023). Using innovative tools to support and monitor open science. *Library Science Record Studies Informology*, 4, 33–41. [in Ukrainian]
- Polly, D., Martin, F., & Byker, E. (2023). Examining pre-service and in-service teachers' perceptions of their readiness to use digital technologies for teaching and learning. *Computers in the Schools*, 40(1), 22–55.
- Rexhepi, F. G., Breznica, R. K., & Rexhepi, B. R. (2024). Evaluating the effectiveness of using digital technologies in music education. *Journal of Educational Technology Development and Exchange*, 17(1), 271-287. <https://doi.org/10.18785/jetde.1701.16>
- Shetelia, N., Apshay, F., Telep, O., Ahiy., Y., & Maslov, V. (2024). The role of information communications in the educational environment of higher education institutions. *Journal of Educational Technology Development and Exchange*, 17(1), 188-204. <https://doi.org/10.18785/jetde.1701.11>
- Soshalskyi, O. (2023). Modern technologies for creating film music content. *Notes on Art Criticism*, 44, 155–160. [in Ukrainian]
- Ursu, N., Hutsul, I., Luts, S., Paur, I., & Takirov, T. (2024). Innovative technologies in teaching art disciplines in educational institutions. *Journal of Educational Technology Development and Exchange*, 17(1), 254-270. <https://doi.org/10.18785/jetde.1701.15>
- Zhang, L., Ryskulova, B. A., Cheng, X., Ren, S., & Apaeva, S. K. (2024). Critical thinking development of foreign language teachers through digital literacy training. *Journal of Educational Technology Development and Exchange*, 17(1), 239-253. <https://doi.org/10.18785/jetde.1701.14>