



Iryna Simkova

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Date of birth: 09/04/1979 **Nationality:** Ukrainian

WORK EXPERIENCE

[06/10/2005 – Current]

Head of Department

Igor Sikorsky Kyiv Polytechnic Institute

City: Kyiv | **Country:** Ukraine

1. I am responsible for setting and advancing the academic strategy of the Department in line with Faculty and University strategic plans and direction.
2. I am responsible for contribution to the overall leadership and management of the Faculty as an active member of the Faculty Executive Board, Faculty Expert and Qualification Board, and the University Scientific Board.
3. I am responsible for the development and sustainment of appropriate structures for management, consultation, decision-making and communication with staff and students.
4. I am responsible for the refreshment and development of new programmes in order to attract new students and markets.
5. I am responsible for the English for Specific Purposes classes delivery.
6. I am responsible for creation and exploitation of the new opportunities for knowledge transfer activity.
7. I am responsible for creation of a dynamic and forward-looking research environment for both staff and students.
8. I am responsible for ensuring of a safe and healthy environment for both staff and students, and full compliance with health and safety requirements.
9. I am responsible for the ensuring of all activities that are carried out to the highest possible standards and putting in place the necessary evaluation and monitoring procedures to ensure both compliance and improvement: such procedures will include teaching, research and management of all resources.

[06/10/2005 – Current]

Head of Department, Professor

Igor Sikorsky Kyiv Polytechnic Institute

City: Kyiv | **Country:** Ukraine

EDUCATION AND TRAINING

[31/08/1996 – 29/06/2001]

Translator, Teacher of English and German Languages

National Technical University of Ukraine "Kyiv Polytechnic Institute" <http://fl.kpi.ua/>

Address: Peremogy str., 37, 03126, Kyiv, Ukraine |

[31/08/2005 – 29/06/2007]

Lawyer

National Technical University of Ukraine "Kyiv Polytechnic Institute" <http://fsp.kpi.ua/ua/>

Address: Peremogy str., 37, 03126, Kyiv, Ukraine |

[13/11/2007 – 13/11/2010]

PhD in Education

Igor Sikorsky Kyiv Polytechnic Institute <http://aspirantura.kpi.ua/>

Address: Peremogy str., 37, 03126, Kyiv, Ukraine |

[31/08/2018 – 30/12/2019] **Doctor of Science (Education)**

National Aviation University <https://nau.edu.ua/>

Address: 1 Lubomyra Guzara ave.,, 03058, Kyiv, Ukraine |

[04/10/2019 – 10/10/2019] **Certificate of excellence. Educational system and inclusive studies in Finland**

West Finland College <https://www.studentum.fi/koulutukset/lansi-suomen-opisto/>

City: Huittinen | **Country:** Finland |

[24/05/2020 – 30/06/2020] **Certificate of excellence. The development of an online course with G-suite for Education**

Igor Sikorsky Kyiv Polytechnic Institute <http://ipo.kpi.ua/>

Address: Peremogy str., 37, 03126, Kyiv, Ukraine |

[06/12/2017 – 08/12/2017] **Certificate. Impact of the English for Universities Project on the Internationalisation of Ukrainian Universities**

British Council Ukraine <https://www.britishcouncil.org.ua/english-universities-may>

City: Kyiv | **Country:** Ukraine |

[21/11/2018 – 23/11/2018] **Certificate. Excellence in Internationalisation and ESP in Higher Education in the framework of the British Council English for Universities project**

British Council Ukraine <https://www.britishcouncil.org.ua/english-universities-may>

City: Kyiv | **Country:** Ukraine |

[18/11/2020 – 18/11/2020] **Certificate. Feeling confident teaching using a flipped learning model**

Pearson Education <https://www.pearson.com/>

City: Kyiv | **Country:** Ukraine |

[11/11/2020 – 11/11/2020] **Certificate Connecting, simplifying and enhancing the assessment process online**

Pearson Education <https://www.pearson.com/>

City: Kyiv | **Country:** Ukraine |

[07/05/2020 – 07/05/2020] **International Teacher Certification from Microsoft**

Dinternal Education online <https://elt.dinternal.com.ua/image/data/download/certiport/MCE-Exam-Objectives.pdf>

[06/04/2020 – 06/04/2020] **Certificate. Modern interactive technologies in effective EL teaching**

Dinternal Education online <https://elt.dinternal.com.ua/>

[18/02/2021 – 18/02/2021] **Certificate. The ESAP Framework for teaching adult learners online**

Pearson Education <https://elt.dinternal.com.ua/>

[24/02/2021 – 24/02/2021] **Certificate. Promoting Creativity in Digital Learning**

British Council Ukraine <https://teachercommunity.english.britishcouncil.org/Login/Login.aspx>

[19/01/2021 – 19/01/2021] **Certificate. Build success beyond the classroom: an introduction to Critical Thinking**

Pearson Education <https://www.pearson.com/>

[11/02/2021 – 11/02/2021]

Certificate. The ESAP Framework: quick and easy planning for effective online lessons

Pearson Education <https://www.pearson.com/>

[07/03/2022 – 12/05/2022]

Certificate. COIL Design Workshop

SUNY COIL <https://coil.suny.edu/>

City: NY | **Country:** United States |

[01/11/2021 – 30/07/2022]

Certificate. Developing Teaching Skills in ESP

British Council Ukraine <https://www.britishcouncil.org.ua/>

City: Kyiv | **Country:** Ukraine |

[22/11/2023 – 22/11/2023]

Certificate of Completion. Leading for Equity: The Hidden Bias of Good People - Implications for School Superintendents and the Students and Families They Serve

EdWEB.net <https://home.edweb.net/webinar/aasaequity20201203/>

City: Skillman, NJ | **Country:** United States |

[25/04/2024 – 27/04/2024]

Certificate. English Language Teaching Online Conference (ELTOC)

Oxford University Press <https://elt.oup.com/feature/global/eltoc/>

City: Oxford | **Country:** United Kingdom |

[01/09/2023 – 25/12/2023]

Certificate of support and contribution. Project Ibunka 2023 the Final YOKOHAMA NATIONAL UNIVERSITY, JAPAN <https://www.ynu.ac.jp/english/>

City: Yokohama | **Country:** Japan |

LANGUAGE SKILLS

Mother tongue(s): Ukrainian , Russian

Other language(s):

English

LISTENING C2 READING C2 WRITING C2

SPOKEN PRODUCTION C2 SPOKEN INTERACTION C2

German

LISTENING A1 READING A1 WRITING A1

SPOKEN PRODUCTION A1 SPOKEN INTERACTION A1

Turkish

LISTENING A1 READING A1 WRITING A1

SPOKEN PRODUCTION A1 SPOKEN INTERACTION A1

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

DIGITAL SKILLS

My Digital Skills

Microsoft Word | Microsoft Excel | Facebook | Social Media | Microsoft Office | Microsoft Powerpoint | Instagram | LinkedIn | Twitter | Skype | Zoom | Microsoft Teams | Power Point | Google Drive | Google Docs | Outlook | Internet user | WhatsApp | Gmail

PUBLICATIONS

[2024]

[Digital Inclusion in English Language Teaching in Ukraine.](#)

Reference: Simkova, I., Vainagii, T., Mikhnieva, Y., Serheieva, O. iJET, 19(2), 4–13

In this paper authors research the digital inclusion in English language teaching in Ukraine. The authors concentrate on the investigation of the digital platform Sikorsky Distance that supports the digital skills development of University students. Special attention is given to forcibly displaced students, students from temporarily occupied territories, and students-refugees and students from non-urban environments. This research has clearly shown that the usage of digital platforms is a valuable source that helps students from temporarily occupied territories, students-refugees, and students from non-urban environments adapt to the English language learning process and are integrated into students' communities.

[2023] **[The Perspectives of Improvement of the Mental well-being of Internally Displaced Students in English Language Classes in Ukraine.](#)**

Reference: Simkova, I., Petrenko, M. & Mikhneva Yu. Psychology & Psychological Research International Journal.

The paper explores the ways of the improvement of the mental well-being of internally displaced students in English language classes in Ukraine. It is a preliminary attempt to analyze the impact of emotional support, inclusive language, safe environment, awareness and sensitivity, and trustful relationships on internally displaced students when all of them are implemented in regular English for Specific Purposes (ESP) classes. 40 English for Specific Purposes teachers took part in the research. The sample was selected on the basis of the stratified sampling technique. The study presents the results gained from interviews with Ukrainian ESP teachers from Igor Sikorsky Kyiv Polytechnic Institute. A qualitative case study research results have emphasized the positive changes in internally displaced students' mental well-being with the implementation of activities implementing emotional support, inclusive language, a safe environment, awareness and sensitivity, and trustful relationships. The well-organized varied support leads to the effective personal development of internally displaced students; makes them more adaptable to a new environment, and raises the level of internally displaced students' self-confidence. The findings of this study support the idea that it is effective to provide internally displaced students with emotional support, inclusive language, a safe environment, awareness and sensitivity, and trustful relationships not only within the framework of psychological courses but regular ESP classes as well.

[2023] **[PECULIARITIES OF APPLYING THE PRINCIPLES OF UNIVERSAL DESIGN FOR TEACHING ENGLISH FOR SPECIAL PURPOSES](#)**

Reference: Simkova, I., Mikhnieva, Yu. Human Studies. Series of Pedagogy, 17(49), 55–60

The article is devoted to the study of the principles of Universal Design for Learning and its application in English for special purposes. The papers of Ukrainian and foreign experts in

Universal Design and Universal Design for Learning were analyzed. The teaching of English for special purposes based on the principles of Universal Design for Learning is considered. Universal Design for Learning is defined as an approach based on the development of learning materials and activities that allow students, who demonstrate differences in various cognitive and physical abilities to achieve learning goals. The uniqueness of the Universal Design for Learning is determined. The main principles of the application of Universal Design for Learning in English for special purposes are characterized (the principle of providing various forms of information presentation; the principle of providing several ways of activity and expression/self-expression; the principle of providing various forms of engagement and the principle of providing several means of assessment). Examples of application of the above principles for teaching English for special purposes are described. Recommendations are provided for educators on how to apply each of the principles of Universal Design for Learning.

The difficulties in the implementation of the Universal Design for Learning approach for education

in higher education institutions in Ukraine are indicated. It was established that the ultimate goal

of UDL is to increase the level of autonomy of students, which resonates with the concept of lifelong

learning. As a result of the study, it is proven that the application of Universal Design for Learning

principles in teaching English for special purposes will contribute to effective learning not only for

students with diverse needs but for all other students in the academic group.

[2023] [Transdisciplinary Approach Application in Teaching English Spoken Interaction: Ukrainian University - A Case Study. *Pertanika Journal of Social Sciences & Humanities \(PJSSH\)*, Volume 31 \(2\) Jun. 2023.](#)

Reference: Simkova, I., Pastushenko, O. & Tuliakova, K.

This paper is a preliminary attempt to analyse the results of implementing the transdisciplinary approach in teaching English professional spoken interaction to mediators at the universities of Ukraine within emergency remote teaching. The study aims to broaden current knowledge of the transdisciplinary approach in Ukrainian university case study. The authors focused on the main characteristics of the transdisciplinary approach and elaborated the Triple Helix: English for specific purposes, mediation field, and stakeholders to ensure penetration of mediation knowledge, skills, and abilities into the knowledge, skills, and abilities of English for Specific Purposes (ESP). There are 42 future mediators who took part in the research. The stages and aims of the transdisciplinary approach in teaching English professional spoken interaction to mediators are identified. They are used to conduct quantitative and qualitative experimental data analysis during ESP teaching. The theoretical and practical analyses were used to stipulate the impact of the transdisciplinary approach on teaching English professional spoken interaction to mediators during emergency remote teaching. This research has shown that applying a transdisciplinary approach allows future mediators to develop professional skills in conflict detection, analysis, and management using different fields of knowledge. The prospect of implementing a transdisciplinary approach is a continuous incentive for future research with students of different specialisms.

[2023] [Development of Digital Competence of Future Philologists: Case of Turkish and Ukrainian Universities.](#)

Reference: Baranovska, L, Simkova, I, Akilli, E et. al. *Advanced Education*, 11(23), 87–103

The paper calls into question the development of the digital competence of future philologists, taking into account the Turkish and Ukrainian experiences. The study of digital competence development is attracting increasing interest due to a growing need for experts capable of processing the enormous streams of continuously transmitted information and experts willing to improve their digital skills for professional growth. The purpose of the study is to broaden the current knowledge about the ways of developing digital competence. In this respect, the paper investigates two systems of future philologists' training in Ukraine and Turkey in the Digital Tools for Translation course. The authors analyze the experience of the Turkish and Ukrainian higher education institutions regarding the use of appropriate ICT tools using theoretical and empirical methods. Fifty-two future philologists from Turkey and Ukraine took part in the research. The study presents the results from observing the training and interviews with Ukrainian and Turkish students. The Shapiro-Wilcoxon method (non-parametric criterion) was used to verify the results. An analysis has highlighted the positive experience of Turkish universities, which can be implemented in future philologists training in Ukrainian universities. The findings of this study support the idea that the insufficient level of digital competence development lengthens and complicates the period of adaptation of graduates to modern working conditions. The authors found that the integration of Ukrainian higher education into the European higher education area occurs in times of globalization and the digitalization of society, which radically changes the nature of many activities. This research has clearly shown that digital competence development is more effective with the implementation of a holistic approach when students enhance digital competence while acquiring all other competencies. Our research suggests that the digitalization of education reduces the gap between graduates' digital competence level and modern society's expectations.

[2022] [**Factors of Professional Deformation of Teachers' Personalities at Higher School in Ukraine**](#)

Reference: *Revista Ibero-Americana de Estudos em Educação*, Araraquara

The paper investigates the factors of professional deformation of the personality of a high school teacher. The attention is paid to the increased requirements of the dynamics of global processes taking place in the modern educational space, to the personality and activities of the teacher. Observations show that the daily performance of teachers' professional duties over many years shapes habits, mindsets, and communication styles, and the individual acquires certain traits that can be considered disharmony. It was found that professional deformation is manifested in changes in the parameters of the personal characteristics of the teacher, which ultimately causes a change in functioning. Based on the theoretical analysis, the internal factors that determine the manifestation of professional deformation of the teacher's personality are identified. We analyze the most significant personal manifestations such as conservatism, rigidity, dogmatism, conformism, stereotyped thinking, lack of motivation, and frustration. The findings of this study support the idea that these factors can block the teacher's willingness to reconsider views, and cause the preservation of experience, which leads to professional deformation of personality.

[2022] [**Inclusive Communicative Strategies in an ESP Classroom: A Case Study at a Ukrainian University.**](#)

Reference: *English Studies at NBU*

This paper describes the experience of Ukrainian educators in the promotion of social inclusion for internally displaced students. Attention is paid to the analysis of key notions and concepts of social inclusion in education, and the challenges associated with the implementation of inclusion strategies. This paper investigates the advantages and disadvantages of inclusive communication strategies implementation in ESP courses. The choice justified by its communicative orientation and focus on social interaction. One

hundred and ten internally displaced students and fifteen ESP teachers participated in the study. The study presents the results gained from interviews with Ukrainian students and ESP teachers from Igor Sikorsky Kyiv Polytechnic Institute. A comparative analysis revealed the positive dynamics in internally displaced students' well-being after the implementation of inclusive communicative strategies. The findings support the idea that the well-being of internally displaced students can be improved with the implementation of individualization, diversification, and differentiation integrated into the ESP classroom.

[2021] [Web-based applications to develop students' creativity in English for specific purposes](#)

Reference: International Journal of Evaluation and Research in Education

This paper investigates the implementation of web-based applications to develop students' creative thinking skills in English for Specific Purposes. The paper explores the role of web-based applications during creativity development in English for Specific Purposes classes. The attention is paid to the analysis of organizational levels of creative thinking development and concepts of creativity. This paper discusses how to achieve creative thinking during distance learning in English for Specific Purposes classes. The sample was 310 bachelor students from two Ukrainian universities. The sample was selected on the basis of the stratified sampling technique. The instruments were used F-test, the Likert-type scale test, and interviews. The study presents the results gained from interviews with Ukrainian students and results of creativity tests passed by students. The examples of tasks aimed at creative thinking achievement during distance learning in English for Specific Purposes classes are given. A comparative analysis of results has allowed emphasizing the positive experience of two Ukrainian universities, which can be implemented in future distance learning in the higher institutions located in other regions of Ukraine. The findings of this study support the idea that the development of creative thinking skills during the distance learning of bachelor students of different specialism can be intensified with the selection of proper web-based application.

[2021] [An inclusive view of English language teaching supported by digitalization](#)

Reference: IASR Journal of Advances in Education and Philosophy

The paper deals with the research of the inclusive approach in English language teaching supported by digitalization. The authors concentrate on the investigation of the digital platform Sikorsky Distance that supports digital skills development of University students, the special attention is given to forcibly displaced students, students from temporarily occupied territories, and students-refugees and students from non-urban environments. This research has clearly shown that usage of digital platforms is a valuable source that helps students from temporarily occupied territories, and students-refugees and students from non-urban environments adapt to the English language learning process and are integrated into students' community.

[2020] [The Implementation of E-campus during the Assessment of English for Specific Purposes](#)

The paper aims to explore the results of the E-campus implementation during the assessment of English for Specific Purposes. The authors focus on the types, aims, and role of assessment in English for Specific Purposes teaching. One hundred students and 100 teachers took part in the research. This paper investigates how the teachers' and students' attitudes to English for Specific Purposes assessment can be changed due to the E-campus usage. The main functions of the assessment are analyzed. The analyses presented in the study broaden current knowledge about the impact of E-campus during summative and formative assessment in English for Specific Purposes course. The criteria for the assessment of spoken interaction knowledge, skills, and abilities during English for

Specific Purposes course are discussed. The importance of hard and soft skills in students' future professional activity is estimated. E-campus is considered as one of the main aspects that help students to develop individual learning trajectories.

[2020] [The implementation of spoken interaction methods as efficient tools to improve 21st century skills in English for specific purposes training in Higher schools of Ukraine.](#)

Reference: Revista Dilemas Contemporáneos: Educación, Política y Valores.

The paper deals with the research in which English professional discussion (EPD) is considered as an effective tool for improvement of students' language knowledge, skills and abilities during English for specific purposes (ESP) training in Higher schools of Ukraine. The authors concentrate on the stages and components of EPD training. 100 future professionals in the field of international social entrepreneurship took part in the research. This research has clearly shown that it gives future professionals in the field of international social entrepreneurship opportunity to improve such skills as critical thinking, creativity, collaboration, active learning, and communication during ESP training.

[2020] [Communication of Ukrainian Schoolchildren in Social Networks: Linguistic and Pedagogical Aspects](#)

Reference: Pedagogical Contexts

The article presents the study of the influence of network communication on the development of communicative competence in the native language of schoolchildren in the Ukrainian social network environment. It has been verified statistically that the use of English is quite common in the everyday discourse of the higher grade students (ninth through eleventh grades), with the number of English words integrated in their communication in Ukrainian rising with the age of the students. The ways of such integration (anglicism adaptation mechanisms) have been defined (neoderivatives, neoborrowings, neosemanticisms) based on the analysis of Telegram chats of students of the ninth, tenth and eleventh grades. It has also been proved that students do not tend to apply a conscious approach to their use of English words, and thus, when informed of the necessity to preserve the purity of their mother tongue, resume to the choice of Ukrainian words avoiding unnecessary use of English. Specific pedagogical procedures help the students be aware of their communicative competence development in relation to the use of foreign words in their social network interactions.

[2020] [Enhancing critical thinking skills of future language scholars in pedagogical courses](#)

Reference: Advanced education

This paper calls into question the ways of critical thinking enhancement during the teaching of future language scholars. The attention is paid to the analysis of key notions and concepts of a comparative pedagogy. This paper discusses how to enhance the critical thinking skills during training in Comparative pedagogy course. Sixty-one future language scholars from Poland and Ukraine took part in the research. The study presents the results gained from interviews with Ukrainian and Polish students. The examples of assignments aimed at critical thinking skills development during training in Comparative Pedagogy are given. The paper investigates two systems of future language scholars training in Ukraine and Poland in the Comparative pedagogy course. An analysis has allowed highlighting the positive experience of Polish universities, which can be implemented in future language scholars training in Ukrainian higher educational institutions. The findings of this study support the idea that Comparative Pedagogy is one of the significant subjects in the enhancement of critical thinking skills during the training of future language scholars.

[2019] [**The role of authentic educational and informational resources during the professional training**](#)

Reference: Pedagogical Sciences: theory, history, innovation technologies

The paper deals with the influence of authentic educational and informational resources on the process of future translators/interpreters' professional competence development. The types and definitions of educational and informational resources (informational and educational resources, informational and methodological resources and learning resources) are presented. The informational and educational resources include electronic textbooks, computer texts and notes of lectures/seminars, databases and knowledge bases connected with subject fields, external information resources (about translation tools such as Trados, CAT, etc.), Internet resources and electronic libraries organized in the form of hyperlinks. Informational and methodological resources involve materials for different disciplines (curriculums, syllabus, translation/interpreting standards) necessary for organization of the process of future translators/interpreters' training, knowledge assessment, diploma design etc. Learning resources consist of automated computer modeling systems, application software packages, research and development automated systems of scientific research and design, tools designed for assistance in various types of translation, projects and research works within the framework of the course etc. New trends in professional education state additional requirements for future translators/interpreters training, where one of the main is the ability to work with information.

[2019] [**The impact of Transdisciplinarity on sight translation training in scientific and technical domains**](#)

Reference: Advanced Education

The paper aims to explore the impact of interdisciplinarity on sight translation training in scientific and technical domains. The authors concentrate on the distinctive features of transdisciplinarity and explain the concept of "weak" (used as a practical means) and "strong" transdisciplinarity (complex impact through several levels of reality). 80 future translators/interpreters took part in the research. The results of educational process observations during sight translation classes are presented. Three levels of competences in translating and interpreting (high, medium and low) are identified to conduct the quantitative and qualitative analysis of experimental data during sight translation training. The theoretical and practical analyses, generalisation and mathematical statistics methods were used to stipulate the impact of transdisciplinarity on sight translation training. This research has clearly shown that application of a transdisciplinary approach gives future translators/interpreters opportunity to receive cross-sectorial training in

specific fields. Transdisciplinary in sight translation trainings has a positive impact on the development of students' professional identity.

[2019] **Transdisciplinary Approach to Sight Translation Training: Experimental Research**

Reference: MALTESAS Multi-disciplinary Research Journal

The paper deals with the theoretical backgrounds of future bachelor-philologists training of bilateral sight translation in the scientific and technical domains. In this study the sight translation training is considered through the research of translation, psycholinguistic, methodological, psychological, and linguistic foundations of the development of teaching methods in translation/interpreting. The theoretical aspects of the sight translation training in scientific and technical fields are considered. The definition of "sight translation" is given. The sight translation is considered as a versatile process and its specific features are determined. The main phases of the sight translation process from the psycholinguistic point of view are highlighted. The peculiarity of scientific and technical style on the basis of which the sight translation training is carried out is discussed. The place of the sight translation in the structure of professional competence of the translator/interpreter is considered from the point of view of knowledge, skills and abilities that the specialist must possess. It is concluded that the sight translation training needs multidisciplinary approach.

[2018] **[The effect of transdisciplinary approach on the training of translators and interpreters](#)**

Reference: World science

Paper is aimed to determine the effect of transdisciplinary approach on the training of interpreters and translators. The definition of transdisciplinary approach is given. The role of transdisciplinary approach in sight translation training in scientific and technical domains is described. The coordination of components and levels of understanding in the transdisciplinary approach during future translators/interpreters' training is presented.

[2017] **The online diagnostics of future translators competence level**

Reference: Journal of Bohdan Chmelnitsky Cherkasy University

[2016] **Professional standards in technical translation performance**

Reference: Journal of National Aviation University

[2015] **Analysis in the methodology of interpreters training in higher institutions of Ukraine and its correspondence to international standards**

Reference: Journal of National Aviation University

[2009] **Set of tasks to develop the English language competence in spoken interaction of IT students**

Reference: Journal «Foreign languages»

[2012] **Modern approaches to future translators training in scientific and technical domains**

Reference: Journal. Naukovi zapysy. Ostrog.

[2013] **The main components of information technology competencies of future philologists**

Reference: Information technologies in research and learning process

Case study and role-playing as an effective tool to develop the professional spoken interaction of IT students

[2008]

Reference: Modern Ukrainian education: scientific paradigms, history, and philosophy

The module structure of the English for specific purposes course as an effective tool of master training in higher technical school within the Bologna process

[2006]

Reference: Journal NTUU "KPI"

CONFERENCES AND SEMINARS

Implementation of ESP for language learning of mediators and conflict management specialists

[2019 – 2020]

Annual Conference on Current Foreign Languages Teaching Issues in Higher Education

The academic dignity in academic mobility problems.

[2018]

International conference "Academic mobility, research projects, and grants: experience, opportuni

Strategic tendencies of higher education in Ukraine

[2018]

Conference "Innovation development of higher education: global, European, and national dimensions

Innovative approaches for teaching the spoken interaction for specific purposes

[2018]

Annual Conference on Current Foreign Languages Teaching Issues in Higher Education

The cognitive and metacognitive strategies in the development of professional competence

[2018]

Conference. Topical issues of applied linguistics and romano-german philology

The research of problematic issues of translation platform usage

[2017]

The languages of professional communication: linguistic, cultural, cognitive, translation aspects

The innovative approach to professional competence development

[2014]

Conference. Innovative development of higher education: global and national dimensions

Main components of digital competence of future specialists.

[2012]

Informational technologies in research and teaching process

The information technology competence forming of future philologists

[2012]

Conference. Modern education: methodology, theory, and practice

The requirements for professional competence: European standard.

[2012]

International cooperation in Education within globalization processes

Peculiarities of ESP teaching to IT students

[2011]

International conference "Modern problems of ESP teaching"

The synchronous online communication in English discussion teaching to IT students

[2010]

International conferences "Information technologies in scientific research", Luhansk

The assessment criteria of English professional spoken interaction of IT students

[2009]

International Conference "Modern approaches and innovations in EL teaching"

Methodological recommendations on the organization of ESP to IT students

[2008]

International conference. Problems and perspective of higher education. Ternopil

Professional competence of ESP teachers

[2008]

International conference. Professionalism of teacher in the European environment

- [2008] **Stages in IT students spoken interaction teaching** International conference. Peculiarities of foreign language teaching in technical institutions
- [2007] **Constant and variable characteristics of professional spoken interaction**
International business and management: problems and perspectives in globalization, Ternopil
- [2005] **The format of IT students teaching** I Ukrainian-Polish academic forum, Kyiv

NETWORKS AND MEMBERSHIPS

- [2015 – Current] **An active member of IATEFL Ukraine** IATEFL Ukraine
- [2019 – Current] **An active member of a scientific organization Center for Ukrainian and European scientific cooperation**
Center for Ukrainian and European scientific cooperation
- [2018 – Current] **An active member of TESOL Ukraine** TESOL Ukraine
- [2019 – Current] **An active member of Professional Learning Network** Professional Learning Network, EU
- [2018 – Current] **Guest Editor in International Journal of Learning, Teaching and Educational Research**
<http://www.ijlter.org/index.php/ijlter/issue/archive>
- [2019 – Current] **An active member of the Online Teacher Community** <https://teachercommunity.english.britishcouncil.org/Login/Login.aspx>
- [2021 – Current] **An active member of Belgian English Language Teachers Association (BELTA)**
<https://www.beltabelgium.com/>
- [2022 – Current] **An active member of Ukrainian Educational Research Assosiation** <https://www.uera.org.ua/en>

ORGANISATIONAL SKILLS

Member of the Organizing Committee

2010. International conference “The Bologna process: state and perspectives of higher education development in Ukraine”. Kyiv, Ukraine

Head of the Organizing Committee

2013-2015. Annual International Conference “Modern education: Methodology, Theory, and Practice”. Kyiv, Ukraine

Head of the Organizing Committee

2013-current. Annual Students’ conference “Ukrainian and Foreign Science: Yesterday, Today, Tomorrow”. Kyiv, Ukraine

Vice-head of the Organizing Committee

2015 - current. Annual Online Students’ Knowledge Competition “English language and Computer Sciences”. Kyiv, Ukraine

Vice-head of the Organizing Committee

2016 - 2021. Annual Conference on Current Foreign Languages Teaching Issues in Higher Education. Kyiv, Ukraine

Virtual Exchange Project. COIL Sustainability Project

In this project, students work in groups of 4-5 students to research one of the 17 Sustainable Development Goals (SDGs) and to create a 10-15-minute recorded presentation about how this goal is being implemented in the U.S. and in your home countries.

Digital Inclusion in English Language Teaching

- 2024. International conference "Digital Inclusion in English Language Teaching". Kyiv, Ukraine.

CREATIVE WORKS

- [2022] **The Importance of Supporting Creativity Development as the Main Skill of the Twenty-First Century**
- Simkova, I., Tuliakova, K., Serheieva, O., & Pastushenko, O. (2022). The Importance of Supporting Creativity Development as the Main Skill of the Twenty-First Century. In (Ed.), Creativity [Working Title]. IntechOpen. <https://www.intechopen.com/chapters/81882>
- [2012] **Theory and practice of English Language competence development for IT students.**
- Simkova, I. Theory and practice of English Language competence development for IT students. Collective monograph. Kyiv. KNLU 383 p. [in Ukrainian].
- [2010] **The development of reference and annotation skills in IT specialists.**
- Ivanchenko, L. and Simkova, I. English Language for Specific Purposes. The development of reference and annotation skills in IT specialists. Study book.
- [2019] **The Development of Professional Writing Skills During English for Specific Purposes Courses for Future Information Technology Specialists**
- Simkova, I., Bondarenko, O. (2020). The Development of Professional Writing Skills During English for Specific Purposes Courses for Future Information Technology Specialists. Pedagogy in Modern Conditions: collective monograph. International Science Group. Boston: Primedia eLaunch, 2020. 329 p. Available at: DOI - 10.46299/ISG.2020.MONO.PED.III
- [2013] **English for Scientists**
- Simkova, I., Maltseva, I, and Mormul, O. English for Scientists [E-book]. Kyiv Polytechnic Institute.
- [2020] **Professional English for Future specialists in the field of mediation and conflict resolution**
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