

## 2. Домашнє завдання:

- Знайти в художніх творах, які вивчалися раніше, приклади використання біблійних мотивів
- Творче завдання (за бажанням): написати невеликий твір-роздум «Сучасна інтерпретація притчі про блудного сина»

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### THE USE OF BIBLICAL THEMES, PLOTS, MOTIFS, AND IMAGES IN FOREIGN AND UKRAINIAN LITERATURE. THE PARABLE OF THE PRODIGAL SON

**Abstract.** A detailed lesson plan for a Ukrainian Literature class in the 9th grade is presented, focusing on the topic: «The use of biblical themes, plots, motifs, and images in foreign and Ukrainian literatures. The Parable of the Prodigal Son.» The lesson's objective is to introduce students to biblical narratives, analyze the content and moral lessons of The Parable of the Prodigal Son, and develop interpretation skills and critical thinking. The lesson incorporates interactive methods, including text work, practical tasks, and the involvement of an invited priest to discuss the parable's morality.

**Keywords:** The Parable of the Prodigal Son, biblical plots, Ukrainian literature, foreign literature, 9th grade, moral lessons, critical thinking.

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### INFLUENCE OF EARLY ENGLISH-LANGUAGE SCREEN EXPOSURE ON THE DEVELOPMENT OF THE NATIVE LANGUAGE IN CHILDREN

**Abstract.** In the contemporary digital environment, children are increasingly exposed to English-language content through television, online platforms, and mobile applications. This early exposure often occurs before the native language is fully developed, raising concerns about its potential influence on linguistic development. The present study examines the relationship between early English-language screen exposure and the development of the native language among Albanian-speaking children in the municipality of Tetovo.

The study was conducted using a quantitative research design. A total of 56 parents participated by completing a structured questionnaire consisting of 29 items related to children's screen use, exposure to English-language content, parental mediation, and native language development. Data were analyzed using descriptive statistics, Mann–Whitney U test, Kruskal–Wallis test, and Spearman correlation.

*The results indicate that most children have access to digital devices and are exposed to English-language content at an average level. Differences in exposure were observed according to gender, age group, and parental education level. Female children, children aged 10–13, and children of parents with higher education levels showed higher exposure to English-language content. In contrast, male children, children aged 6–9, and children whose parents had lower education levels demonstrated stronger native language development. No statistically significant correlation was found between English-language exposure and native language development.*

*The findings emphasize the importance of parental mediation and balanced screen use in supporting healthy native language development in early childhood.*

**Keywords:** screen exposure, English language, native language development, children, digital media, parental mediation

The rapid expansion of digital media has significantly changed the linguistic environment in which children grow and develop. English has become the dominant language of digital content, leading to early and frequent exposure among young children. While early contact with a foreign language may offer certain advantages, excessive or uncontrolled exposure through screen media may raise concerns regarding native language development.

Language development in early childhood is strongly influenced by interaction, communication, and the quality of linguistic input. When screen-based exposure replaces active verbal interaction, potential risks may arise, particularly for the development of vocabulary, grammar, and expressive language. In multilingual contexts such as North Macedonia, these issues become even more relevant.

This study focuses on examining the relationship between early English-language screen exposure and native language development among Albanian-speaking children in Tetovo, with particular attention to the role of parental mediation.

### **Methodology**

This study employed a quantitative research approach. The sample consisted of 56 parents of preschool and early primary school children living in the municipality of Tetovo. Data were collected through a structured questionnaire comprising 29 items, covering demographic characteristics, children's access to digital devices, exposure to English-language content, native language development, and parental involvement.

Statistical analysis was conducted using SPSS software. Descriptive statistics were used to summarize the data, while Mann–Whitney U test and Kruskal–Wallis test were applied to examine group differences. Spearman correlation was used to analyze the relationship between English-language exposure and native language development. Statistical significance was determined at  $p < 0.05$ .

### **Results**

The results showed that 89.3% of children had access to digital devices. The mean level of exposure to English-language content was within the expected average range. Female children, children aged 10–13, and children whose parents had higher education levels demonstrated higher exposure to English-language screen content.

Regarding native language development, the overall level was above average. Male children, children aged 6–9, and children whose parents had lower educational levels showed relatively higher native language development scores. Spearman correlation analysis revealed no statistically significant relationship between English-language exposure and native language development.

Most parents reported active involvement in managing their children's screen use by setting time limits, preferring content in the native language, and discussing media content with their children.

| Variable                              | Main finding   |
|---------------------------------------|--|
| Access to digital devices             | 89.3% of children have access  |
| English-language screen exposure      | Average level (M = 2.81)   |
| Native language development           | Above average (M = 3.79)   |
| Gender differences                    | Higher English exposure in females; higher native language scores in males |
| Age differences                       | Higher English exposure (10–13); stronger native language (6– 9)           |
| Parental education                    | Higher English exposure with higher parental education                     |
| Correlation (English–native language) | Very weak and not statistically significant                                |
| Parental mediation                    | High level of monitoring and involvement                                   |

The table summarizes the main findings of the study related to English-language screen exposure, native language development, and parental mediation.

### Conclusion

The findings of this study suggest that early exposure to English-language screen content does not have a direct negative impact on native language development when parental mediation is present. Although differences in exposure and language development were observed across demographic variables, no significant correlation was identified between English-language exposure and native language development.

The results highlight the crucial role of parents in regulating screen time and supporting balanced language input. Parental involvement appears to function as a protective factor in maintaining healthy native language development in a digitally rich environment.

### Recommendations

Based on the findings, it is recommended that parents actively monitor and regulate children's screen use, prioritize native-language content, and engage in verbal interaction with their children. Educational institutions and professionals should provide guidance to parents on effective digital parenting strategies. Further research with larger samples is recommended to better understand the long-term effects of early screen exposure on language development.

### Limitations of the Study

The study is limited by its relatively small sample size and reliance on parental self-reports. The findings are specific to the municipality of Tetovo and may not be generalized to other contexts. Future studies should include larger and more diverse samples and longitudinal designs.

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## ВПЛИВ РАННЬОГО КОНТАКТУ З АНГЛІЙСЬКОЮ МОВОЮ НА ЕКРАНІ НА РОЗВИТОК РІДНОЇ МОВИ У ДІТЕЙ

**Анотація.** У сучасному цифровому середовищі діти все частіше стикаються з англomовним контентом через телебачення, онлайн-платформи та мобільні додатки. Таке раннє знайомство часто відбувається до повного розвитку рідної мови, що викликає занепокоєння щодо його потенційного впливу на мовний розвиток. У цьому дослідженні вивчається взаємозв'язок між раннім знайомством з англійською мовою через екран та розвитком рідної мови серед дітей, які розмовляють албанською мовою, у муніципалітеті Тетово.

Дослідження проводилося з використанням кількісного методу. Усього 56 батьків взяли участь у дослідженні, заповнивши структурований опитувальник, що складався з 29 питань, пов'язаних з використанням дітьми екранів, контактом з англомовним контентом, батьківським посередництвом та розвитком рідної мови. Дані були проаналізовані за допомогою описової статистики, U-тесту Манна-Уїтні, тесту Крускала-Уолліса та кореляції Спірмена.

Результати показують, що більшість дітей мають доступ до цифрових пристроїв і контактують з англомовним контентом на середньому рівні. Були виявлені відмінності у впливі залежно від статі, вікової групи та рівня освіти батьків. Дівчата, діти віком 10–13 років та діти батьків з вищим рівнем освіти демонстрували більший вплив англомовного контенту. Натомість хлопчики, діти віком 6–9 років та діти батьків з нижчим рівнем освіти демонстрували сильніший розвиток рідної мови. Не було виявлено статистично значущої кореляції.

**Ключові слова:** екранне випромінювання, англійська мова, розвиток рідної мови, діти, цифрові медіа, батьківське посередництво

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