

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL AVIATION UNIVERSITY
FACULTY OF INTERNATIONAL RELATIONS
DEPARTMENT OF FOREIGN LANGUAGES AND TRANSLATION**



SCIENTIFIC STUDENT CONFERENCE

**YOUTH WITHOUT BORDERS
BUILDING CROSS-CULTURAL AWARENESS**

Conference materials, the XVII Annual Scientific Student Conference

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Kyiv, 2023

**YOUTH WITHOUT BORDERS
BUILDING CROSS-CULTURAL AWARENESS**

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The collection includes papers of the 17-th scientific student conference «**Youth without borders – building cross-cultural awareness**» which took place in the Faculty of International Relations of National Aviation University on March 30, 2023. The participants covered the issues related to the academic mobility, foreign language learning, online platforms, IT in contemporary education, critical skills for the jobs of the future and youth competitiveness in the job market. They also shared personal experience of taking part in different educational and youth projects.

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INTERCULTURAL DIALOGUE AND CULTURAL CODE IN THE MODERN WORLD

One of the most important components of human life is communication. In a broad sense, this concept covers much more than just the exchange of information between people. It includes channels of information transmission and reception, where machines, devices, artificial intelligence, computer networks and programs, cultural signs, cosmic realities, etc. are involved [1].

In connection with the expansion of the sphere of communication, there is a need to establish international contacts, which involves not only overcoming the language barrier, but also the formation of readiness for international dialogue, understanding the cultural identity of other people, recognizing the legitimacy of another vision of reality and mastering a new conceptual picture of the world, which enables understanding of social reality and culture [3].

Modern global socio-political and economic changes cause significant interest in the culture of other peoples as a determining condition for the realization of the creative potential of the individual and society, a form of affirmation of the identity of the people and the basis of the spiritual health of the nation, intercultural contacts that are developing today in a specific cultural integration and socio-psychological context intercultural communication is the sending and receiving of messages across languages and cultures.

It is also a negotiated understanding of meaning in human experiences across social systems and societies. When we talk of other cultures, we mean not only those who speak a language that is different from ours or who live in a different country or region; we also mean those who live in the same city or region but who do not share the same

social groups [2].

Conceptual approaches to the study of intercultural dialogue, as an important factor in international relations and one of the priority areas of foreign and domestic policy of many countries, are based on the theory of multidimensionality, dynamism and interdependence of processes. This implies the need to carry out an analysis of the interaction of the main components of this phenomenon, a deep understanding of both their separate parts and the relationships that create a single system [2].

In the process of dialogue development, as a confirmation of the activity of connections and the effectiveness of touch points, interaction is generated. In the future, depending on the development of events, other categories arise in intercultural dialogue, for example, mutual enrichment, as a process of perception and understanding of the "alien", and possibly borrowing a better and more acceptable one in relation to one's own culture [5].

During the dialogue of cultures, especially if it is prolonged, there is a process of borrowing, which can be carried out on a voluntary or forced basis. In the first case, we are talking about desirable borrowings from other cultures: ideas, technologies, even traditions, which are necessary for the further development of the recipient culture and acceptable for its society. Forced borrowing occurs through loyal or hard coercion with the aim of including the community in a different socio-cultural environment [3].

Cultural code is the way in which a specific culture organizes, categorizes, structures, evaluates the world surrounding each person belonging to a certain national community. Codes of culture correlate with the ancient ideas of a person and form a coordinate system that contains and reproduces standards of culture, traditions, customs, behavior and the whole life of a certain national-ethnic society. They are unique markers of consciousness and subconsciousness, by which they recognize belonging to a certain culture, identify it.

This is the language in which culture "speaks", the signs by means of which it reveals itself. At first glance, you can distinguish the architecture of an Orthodox cathedral, a Catholic church, a Muslim mosque, and a Buddhist temple. One listening to the song is enough to guess which people - Eastern or Western, Southern or Northern - it belongs to. Without special education, it is possible to determine the belonging of peoples

to general types of cultures – European, Eastern, Asian, African, based on their national clothes [1].

Modern researchers tend to:

– consider this concept broader and more functional, since it (the concept of code) can be used to understand and organize not only verbal systems, but also non-verbal ones (Morse, icon);

– refer this concept only to ideas about an artificially created structure with its own internal and external arrangement (which distinguishes a code from a language that has a “natural” nature of origin) [4].

You need to understand the cultural code, if only for the sake of not feeling that you misunderstand something when communicating with people from another group (or when watching a movie in the original language). Sometimes, to better understand works and people, you need to do full-fledged historical and cultural research, but in most cases you can use a few simple tricks.

The cultural code is sewn into words, phraseological units and idioms. Therefore, in order for communication not to be interrupted already at the stage of the first phrases, you need to learn the language of another culture. It can be either a foreign language and a foreign dialect, or a professional lexicon that is used by a narrow circle of people.

If you decide to watch a sitcom like *The Simpsons* in the original, you will have to open the US news roundup around the time the season was created. In such works, many plot moves and replicas are based on news, current media trends, and even presidential tweets [2].

So, the cultural code covers the entire range of material manifestations of the life and culture of peoples: artifacts, architecture, nationally determined symbols, music, songs, dances, rituals, folk customs, national cuisine, as well as various forms of leisure, relationships in the family and with friends, even the semantics of colors, smells and sounds that are saturated with the life of the nation.

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HISTORICAL AND GEOGRAPHICAL EPONYMS AS A WAY OF REPLENISHING THE VOCABULARY

Eponyms are words-names that have changed from proper nouns to common nouns, acquiring their grammatical categories. It can be a person or thing, possibly fictional or real, after which an era, discovery or place is named. Eponyms make up a large percentage of the English vocabulary, especially because a single term is used to refer to three elements: a mythical or real person, a geographical name, a personal name, eponyms also make up a large number of generalized brand names known as proprietary eponyms. Eponyms are a convenient and linguistic type of nomination in terminology. There are several ways and ways of forming eponyms and eponymous terms in the English language, and by the way, not all of them are used in the same way. According to Dirks, there are seven types of word formations that are created to form eponyms. [1,66]. Most often used and common are the possessive type of word formation or the genitive case, where an apostrophe is added to the name. For example, Parkinson's disease, Reissner's membrane. This kind of terms with components that contain eponyms

have a high level of intellectuality due to the integral nature of science these words are characterized by a hidden motivation, a well-defined tendency to ambiguity, they are usually concise. The use of eponyms is a promising direction for the development of the terminology of various fields. Geographical and historical eponyms are born in numerous geopolitical entities, names of geographical and historical places, names and surnames of people who discovered certain places and left a mark in history. Historical figures gave their names to concepts personally associated with them. Many eponyms come from geographical names. In geography - can be a geographical feature, city, river, mountain, lunar crater, etc.: Peleus, son of Aeacus, eponym of Mount Pelias or Orchomenes, eponym of the city of the same name Orchomenes in Boeotia . [2, 312].

Historical and geographical eponyms, whose origins can be traced in numerous geopolitical entities (Europe, Colombia, San Francisco, Melbourne, Bolivia, America), names of geographical, maritime and navigational places (Tasmania, the Bering strait, the Laptev sea) or names or surnames of people to whom we owe the discovery of certain places, associating their discovery with themselves. Historical figures gave their names to concepts personally associated with them. The words boycott, chauvinist, quisling and sandwich are derived from the names of persons, as are draconian, epicurean, pyrrhic and many others.

There are many food items that can be identified by eponyms. Almost all cheeses and some types of butter reflect the geographical names of the places and cities where they are produced or were first created: Roquefort cheeses are named after the French city of Roquefort, a popular camembert in Normandy; Swiss, Estonian, Latvian, Poshekhon, Uglich, Kostroma, Yaroslavl, Altai, Limburg (after the provinces of Limburg in Belgium and Holland, which are famous for their highly developed dairy farming); Vologda, Danish, and Finnish butter. All mineral waters are essentially named after geographical locations: Narzan, Essentuki in the North Caucasus, Arzni, Dilijan, Jermuk, Sevan in Armenia, Borjomi in Georgia, Arshan and Darasun in Buryatia. Items of clothing, fabrics, and footwear are also often named after geographical locations. The woolen fabric cashmere is named after Kashmir[4].

Many varieties of cultivated plants and domestic animals are named after geographical locations. Geographers also use eponymic vocabulary to refer to various

forms of the earth's surface and phenomena. Designations of chemical elements also often originate from place names. These include gallium, germanium, europium, polonium - from the Latin Polonia - Poland, ruthenium - from the Latin Ruthenia – Russia [4].

Also geographical eponyms are commonly used in medical terminology, and diseases are named after the person who discovered the disease or the place where the disease was discovered. For example, Bombay blood group, Jaipur leg, Congo red spot Spanish flu.[3].

The study of these eponyms is of great interest to linguists, studying the peculiarities of functioning in the terminological system of the language, semantic diversity, and word-forming potential. Historians are also interested in eponyms, namely establishing the origin of one or another eponymous name and its historical affiliation.

Specialists see prospects for further research in the field of creating eponyms, in studying the problem of formation and functioning of eponymous terminology in geography and history, in the development of appropriate scientific literature using the studied lexical units.

Proper names as nouns, denoting a word or phrase intended to name a specific, well-defined object or phenomenon and distinguishing this object or phenomenon from a number of similar objects or phenomena, belong to those linguistic means that make it possible to convey a large semantic and emotional content in an extremely laconic form. The property of proper names to cause chains of attributes, representations associated with them is due to the peculiarities of the linguistic nature of proper names.

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CLASSIFICATION OF PAIRED PHRASES IN ENGLISH

Paired phrases are stable combinations of words that were formed as a result of the similarity of meanings, phenomena, rapid transition from cause to effect, which are often used in speech to realize an emotional-expressive or modular-evaluative meaning.

Paired phrases are also called binomials. They are ready-made phrases that are not created in speech as free word combinations (new bag, beautiful house), but are reproduced; if the speaker needs to use a phrase for reinforcement, expression, then he uses it like a word in a ready-made form from his phraseological reserve, and does not build it anew. In addition, paired phrases are always used in a logically consistent order, for example: *inside out*, the words order can not be changed- *out inside*, it will sound unnatural[2].

Classification criterion of binomials is their lexical meaning and belonging to a certain part of the language. The following types can be distinguished among binomials:

- synonymous;
- antonymic;
- made up of auxiliary words;
- asyndetic;
- with the use of identical words, etc.

Binomials, which consist of words close in meaning and perform the function of addition and reinforcement, are called synonymous. In communication, they serve to emphasize and highlight a point of view, they are often found in folklore works and informal forms of conversation. For example, *safe and sound -цілий і неушкоджений*;

peace and quiet- тиша і спокій; *neat and tidy* - акуратний і охайний; *far and wide* - вздовж і впоперек; *live and learn* - вік живи- вік учись; *loud and clear*- чітко і ясно [3].

We arrived at our destination safe and sound after a long journey.

She just needs peace and quiet.

Antonymous binomials emphasize the difference between objects, phenomena, or concepts. Their basis is a comparison or combination of incompatible things, namely: *hill and dale* - гори та долини; *more or less* - більш-менш; *life or death* - питання життя і смерті; *ups and downs* - злету та падіння; *days and nights* - цілодобово, безперервно; *make or break/ sink or swim* - або пан або пропав; *rain or shine* - за будь-якої погоди.

The situation has come to the point where we either sink or swim.

Day and night he prayed for us.

Asyndetic combinations are stable phrases in which the meaning of the expression does not depend on the conjunctions. A distinctive feature is the similar sounding of binomial parts. Such paired phrases include: *never ever* - ніколи в житті; *willy nilly* - волею-неволею, *helter skelter* - недбалість, легковажність [4].

Binomials made of auxiliary parts of speech: *in and out* - туди-сюди, вперед-назад; *all in all* - в результаті; *here and there* -зрідка, місцями.

There are some mistakes here and there.

But all in all, it's a pretty good plan.

Also, there are binomials where the words are not connected by the conjunction «and»: *back to front* - шкереберть, задом наперед; *slowly but surely* -тихіше їдеш, далі будеш; *sooner or later* - зрештою, рано чи пізно.

Sooner or later everyone will know the truth.

It seems that we are slowly but surely approaching the goal.

We can also distinguish binomials which consist of two identical words. They often express gradualness and repetition, some of them play the role of interjections in sentences. They include: *again and again* -неодноразово, знову і знову; *measure for measure* - око за око, зуб за зуб; *little by little* - мало-помалу, потроху; *neck and neck* -на рівних; *step by step* - крок за кроком; *wall to wall* - від стіни до стіни; *all in all* -

в загальному [1].

He built his career step by step.

The two candidates are neck and neck.

It should be noted that the translation of expressions can not be verbatim. If word pairs are literally translated, their meaning may be lost. For example: «*down and out*» translation is «в безпорадному стані, виснажений», but literally it is- «вниз та назовні». Ignorance of the meaning of the binomial can cause a problem that will lead to misunderstanding of speech.

So, paired phrases are a kind of lexical phenomenon of the English language. This is, indeed, an interesting and unique linguistic phenomenon, which loses its meaning when translated literally and should be perceived as a complete expression, not as separate components. Knowledge of phraseological units of this kind will ensure a complete understanding of the language and increase the level of language proficiency, erudition, communication, etc.

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THE ROLE OF LANGUAGE BACKGROUND IN INTERCULTURAL DIALOGUE

To better understand each other and perform cultural exchange between students, the concept of intercultural dialogue is important to analyse. As stated by Council of Europe: “Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception” [1].

To find the mutual understanding between students and deepen their connection with each other during the process of intercultural dialogue they need to speak in a language that both sides can understand. It is important to understand the importance of language not as a roadblock in our communication, but as a tool that connects people from different cultures and ethnicities. However, we also must understand that differences in communication systems (eye contact, gestures, touch, pauses, turn-taking or use of time) may lead to possible confusion, embarrassment and misunderstanding between the sides of the dialogue [2].

Importance of language in intercultural communication cannot be understated, as it is the most useful tool for people to use if they want to participate in a intercultural dialogue. After all, this is why the concept of international language exists. English is considered an international language. Although we can understand and communicate with each other because we are skilled in a language that everyone speaks, there are still some difficulties that both sides can encounter. Each language has its own specific vocabulary related to its culture. If the translation is word-for-word, misinterpretation will occur. Idioms are a great example of this. Some words have different meanings or impressions in different cultural context, which leads to the same problems too. We must understand the differences in language and culture to perform a cultural exchange. It not only reduces the probability of misunderstandings happening, but they also serve as prisms that we can look through and use them to deepen our understanding of a different cultural group. In a way, this is what intercultural dialogue is about, understanding other cultures through differences, but also finding something in common, and the difficulties that have been mentioned are just a part of this process [3].

Language plays a major part in intercultural dialogue and in international

communication in general. Finding something common in all of us is important, but we also cannot be ignorant of differences in language background and nuance that comes from it.

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CHANGES IN INTERNATIONAL EDUCATION DEVELOPMENT STRATEGIES CAUSED BY THE WAR IN UKRAINE

Educational opportunities for Ukrainian students abroad have always been quite extensive, but after February 24, 2022, educational resources have changed dramatically, as has everything else. According to the Strategy for the Development of Higher Education in Ukraine for 2021-2031, the priority was the development of new-generation technologies and their competitiveness in the international educational arena.

In particular, based on the research of the international platform of the Organization for Economic Cooperation and Development (hereinafter - OECD), we found out the main megatrends that influence international higher education and higher education in Ukraine in particular. The organization unites 34 of the world's most economically developed countries - most of the European Union, the United States, Australia, Switzerland, Norway, South Korea, Japan and others. The OECD also actively cooperates with non-member countries (including Ukraine) within the framework of specialized₁₃

programs, international events, etc [1].

In its 2019 report, the OECD cited three megatrends affecting the future of education: globalization; digitalization; and population ageing. The main prediction of the organization was to attract the best students in a much more mobile and competitive market and to increase international mobility, which will also lead to the need to integrate students from different groups of society [3]. However, the main anti-trend that contributed to the immediate integration of Ukrainian youth into international education was Russia's large-scale war against Ukraine. The events in Ukraine sharply changed the flow of intellectual resources. Many young people who will soon be entering the university are now acquiring the appropriate language level for further integration in the host country. Analyzing the megatrends presented by the International Platform, we found out their impact on higher education in Ukraine. However, the previously identified threats to the system, such as the mismatch between the skills required by the labor market and those offered by educational institutions, budgetary pressure, stricter migration policies of high-income countries, etc., no longer exist today [2]. Now, the main criterion for admission of students from abroad is the completion of integration courses and, of course, obtaining a language certificate of the appropriate level.

After the invasion of Ukraine, global educational institutions welcomed students and offered many opportunities. Having analyzed the relevant sources, we can safely say that these are the countries with free higher education: Estonia, Lithuania, Germany, Italy, Belgium, the Czech Republic, the Republic of Switzerland, Italy, Sweden, Bulgaria, Croatia, France, Finland, the United Kingdom, Canada, the United States, Japan, Australia, Austria, Norway, Greece, etc.

The fact that Ukrainians study in the best foreign universities and master flexible mobile programs that are mostly adapted to the economic development of the world has become an undeniable advantage. The practical aspect of the knowledge gained in the original language, which will not be an obstacle, will eventually be implemented and adapted to the Ukrainian economic system. According to recent surveys, only a minority of Ukrainians plan to stay in their host countries. Accordingly, Ukraine's intellectual resources will be enriched with competitive specialists.

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REMOTE TEST OF KNOWLEDGE OF FOREIGN LANGUAGE – THE FIRST STEP FOR OBTAINING AN INTERNATIONAL EDUCATION

The paper analyzes innovation in language tests thanks to which you can start your journey to international education. Describes how to take place remote testing and what advantages it has.

International education is constantly changing, more and more students have opportunities to study abroad. However with time appear issues. Obviously, if someone wants to study or work abroad, then they must master a high level of a foreign language. In this case, you should scrape through exams. The International English Language Testing System (IELTS) is designed to help you work, study or migrate to a country where English is a native language. This includes countries such as Australia, Canada, New Zealand, the UK and the USA. Employers, universities, schools recognize it worldwide. Your ability to listen, read, write and speak in English will be assessed during the test [1].

But not everyone can financially afford to pass this test. Being anxious, falling ill or getting into a difficult situation in the country - these factors make it difficult to take a

test for participate in the international education program, but society needs educated people. We live in those times, when technology makes our life more comfortable, easier and thanks to it, we have more possibilities. Now cars can drive without the help of a driver, solving several environmental problems, information becomes more accessible Just with a click of a mouse, in a few seconds; we can find what interests us using the Internet. Similar changes and progress did not bypass education. Teaching methods and language exams have changed thanks to innovations. Knowledge of foreign languages increases your chances of getting a decent successful job and being successful in your career or living abroad, so there is a need for language tests. They have certain advantages. At first, you are evaluated objectively. Secondly, you will not have to wait long for the result because your work is checked quickly. And what is no less important is that thanks to the test results, it will be easy to compare candidates and choose the one that fits.

Some platforms aim to “knock down the test center barriers”, such as the Duolingo English Test or the recently launched English3, which students can take online anywhere in the world to apply to an increasing number of US-based colleges and universities [2]. Others instead offer cheaper and faster testing solutions for individuals, companies, and governments. It is using online AI to measure every aspect of language learning imaginable, except for the rather important communicative ability. Many measures have been taken to enhance security and prevent cheating on these exams, including the use of online proctors who monitor test-taking students via webcam [3]. They also pay attention to the sounds and images recorded during the test. For example, is there a suspicious noise, or is there a person nearby who gives tips.

Taking the test from a distance has its own advantages. There is no need to register in advance, the test can be taken at any time and in any place. You can also not worry about privacy, because your personal data will be deleted after the test. In addition to cheap fees and access, which can now be joined by more people, the form of conducting exams is also changing. Tasks have become smaller, but more personalized and allow more creative solutions.

In conclusion, we can say that in the world various unforeseen situations or events can disrupt your life which at first glance may complicate obtaining an international education. But thanks to technologies and people who come up with new innovations,

everyone has an opportunity for international education.

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UNIVERSITY OF CAMBRIDGE:

RESPECTED UNIVERSITY AROUND THE GLOBE

University of Cambridge is one of the top public universities in Cambridge, United Kingdom. It is ranked 2 in QS World University Rankings 2023. The University of Cambridge is one of the most prestigious universities in Great Britain and the second of half of the "old universities" after Oxford. Cambridge occupies one of the leading places in authoritative international rankings, on a par with Harvard and Stanford universities, both in terms of general indicators and in individual areas [1].

University of Cambridge offers a huge number of courses, across the arts, humanities, and sciences. One of the most distinctive characteristics of this courses is that they generally cover the subject area very broadly in the initial years and then a wide range of specialist options in the later years. The University of Cambridge is not only an educational institution, but also a powerful research center with many laboratories and classrooms. On the territory of the university there is one of the largest libraries in the

world, the Botanical Garden, the Museum of Archeology and Anthropology, the Zoological Museum, the Fitzwilliam Art Museum, the Institute of Polar Research named after R. Scott and many other attractions. Sport occupies a special place in the life of Cambridge students, therefore several sports complexes (fitness halls, gyms, weightlifting halls), there are stadiums for playing football, baseball, rugby, as well as courts for playing basketball and golf, tennis court and much more. The most popular sport among Cambridge University students is rowing. Rowing competitions are held between colleges and university faculties. In May the Cambridge university team competes with the main opponent - the Oxford University team [2].

The merits and achievements of the university should certainly be noticed, so you can find many interesting publications and opinions about Cambridge in the press. For example, in 2019, Cambridge entered the top 3 academic rankings of world universities and Times magazine (Higher Education); in the top 10 according to labor market data, thanks to the high number of university graduates who found work in leading companies. Also in 2020, as indicated in the comprehensive university guide, Cambridge is in the top 10 for the quality of research and prospects for students. Despite the large number of higher education institutions that constantly compete with each other, the University of Cambridge has clear admission rules and requirements for a future student. For a resident of Great Britain, they are a little easier than for residents of other countries. Citizens of the European Union need to pass special international exams or provide documents about a completed Bachelor's degree at a university in their country [3].

Taking into account such a difficult situation in Ukraine, namely the war, the University of Cambridge has simplified the admission rules for Ukrainians. Professors and scientists of the University of Cambridge, who are deeply concerned about the situation in Ukraine, have developed a special program as a sign of support for Ukraine in the war "Cambridge University Help for Ukraine" [4].

(Cambridge University Help for Ukraine) is the latest full-fledged support complex for students and scientists who were forced to leave Ukraine for Europe due to a full-scale invasion. The programme, developed in partnership with the Ukrainian government and Ukrainian universities, will support those who have been forced to leave Ukraine or are unable to return, as well as those who have remained, to ensure that the

vibrant Ukrainian Higher Education sector continues to operate. The support includes 100% funded internships with accommodation in a wide range of subjects for over 30 students and scholars to further their studies and research at Cambridge, clinical internships for medical students and assistance to academics still working in Ukraine. The relief fund is already helping affected students currently studying at Cambridge. In addition, the university is developing a strategy for the education of evacuated Ukrainian schoolchildren [5].

Therefore, Cambridge University remains one of the leading in the world and, as many scientists say, has a successful future. Famous graduates of Cambridge are Byron, Milton, Isaac Newton, Charles Darwin, Charles Babbage. There are more than 80 Nobel laureates among the people somehow connected with the University of Cambridge. According to this indicator, it occupies one of the first places among the higher educational institutions of the world. In turn, Cambridge was recognized as the best among 15,000 academics. In addition, the University of Cambridge rightfully took first place in terms of the number of citations taken from its database of academic publications [6].

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**CYBER SECURITY AS AN ELEMENT
OF MODERN INTERNATIONAL RELATIONS**

Globalization and the development of technologies have led to changes in human life both at the household and state levels. Cybersecurity is reflected in the ability of states and citizens to protect information resources and ensure their confidentiality, integrity and availability [1].

Over the past few years, the UN and the EU have put forward many initiatives related to various aspects of cyber security, as instead of long paper files, information resources are now stored in the virtual space, for example: bank accounts, medical prescriptions, national security and military secrets [2].

One of the important approaches to the fight against cybercrime in a transnational aspect and the development of international cooperation was the creation and attempts to standardize the relevant legal framework, which is currently actively used in many countries. The first document in this area was the "Cybercrime Convention", adopted by the Council of Europe on November 23, 2001 and the Additional Protocol to the Convention aimed at combating the dissemination of information of a racist and xenophobic nature through computer networks from January 28, 2003. The Convention emphasizes joint actions at the national and international levels to stop unauthorized interference in the work of computer systems, illegal interception of data and interference in computer systems [3].

At the country level, this approach assumes a shared responsibility that requires coordinated action related to prevention, preparation, response and response from all ministries and government agencies, as well as the private sector and citizens. At the regional and international level, this approach means coordination and cooperation with all major partners. And it is up to the government to select the most highly qualified and trained people who can lead and direct this work. The main elements of the political

responsibility of the state include the following: the creation of a cybersecurity strategy that would be consistent with the basic principles of a national security strategy; creation of an appropriate government program for the development of standards, policies and guidelines in the field of ensuring the availability and security of information, as well as the rapid recovery of systems; provision of appropriate funding; accumulation of experience and knowledge necessary for the government, industry and society to ensure the security of the country; conducting relevant research, directed, coordinated and best used. In addition, the political responsibility of the state involves ensuring international cooperation, coordination and harmonization of efforts in the field of cyberspace security [2;3].

If all countries do not take part in the process of forming a single system, it will remain vulnerable to attacks. Differences in national "cyber potentials" seriously impede international cooperation. At the moment there is a "cyberchasm" between the countries of the OECD (Organization for Economic Cooperation and Development) and most of Africa. These differences could benefit from—and therefore exacerbate the problems of—OECD countries, ultimately jeopardizing Africa's economic prospects. Indeed, in general, from the point of view of cybersecurity, we are only as strong as our weakest link. With few exceptions, governments have taken two approaches in responding to the threats and risks of cyberspace—legal and organizational. None have been consistent and coherent. Moreover, these approaches are less interconnected than one would like. The lack of a command center, organizational stability and experience are the main factors limiting the ability to respond. The biggest hurdles for governments lie in the legal realm, where the very nature of cyberspace runs counter to the basic principles of jurisprudence, civil and military, domestic and international. The situation is not helped by the occasional interest in cybersecurity by legislatures of all countries. Legislators do not address cybersecurity issues systematically, but only on a case-by-case basis [3].

Key stages in the development of the Cybersecurity Strategy:

- Establish top-level government responsibility for leading and overseeing national cybersecurity policy.
- Establish government structures dealing with the implementation of the Cyber Security Strategy.

- Draw attention to the seriousness of the cybersecurity issue.
- Pay more attention to addressing global cybersecurity challenges
- Improve the effectiveness of law enforcement agencies in combating malicious activities in cyberspace.
- Pay more attention to research and development in the field of cybersecurity, including studying the problem of improving the coordination of efforts between government and the private sector.
- Increase the number of cybersecurity and forensics professionals

The government should become a model for ensuring cyber security and security of VNI, especially when making purchases, it is necessary to 'evaluate the purchased products and services from a cyber security point of view.

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INNOVATIVE LEARNING TOOLS: NEW IN THE WORLD EDUCATION

The generation of students, which were born approximately between 2000 and 2013 are known as Generation Z. It is the first generation to have 24/7 access to the Internet, connected devices, and social media since birth, that`s why teachers have to change the traditional method to a more innovative one. The previous generation, millenials, were raised with technology too, but they weren`t surrounded by it-their classrooms were dominated by textbooks and blackboards [1].

So it makes sense that Gen Z`s learning style would be different from their ancestors. Not surprisingly, 64% identify interactive classroom discussions and 60 % identify problem solving as the most useful tools for learning. On the other hand, 38 % prefer learning by watching and only 12 % emphasize learning by listening. Here are the most popular innovations in studying:

Audio and visual aids

Audio and visual aids such as video recordings, modules, infographics and mapping are great ways to fully engage audience. Visuals are also easier to retain in long-term memory, making learning easier and more effective.

EdTech tools

The education community has become familiar with digital learning in recent years, especially in online classrooms, and EdTech tools such as Kahoot and TedEd are ideal for visual learning. These tools enable learning through quizzes, discussions and multimedia learning elements.

QR Codes

QR codes are easily generated and can be used for a variety of applications in classrooms at all grade levels. QR codes can lead students to information by simply scanning the code with a digital device. QR codes allow students to access information without getting out of their seats. They can also create QR codes to share their learning

with classmates and parents.

Jigsaw method

The jigsaw method is a collaborative learning method that has been shown to support students to create their own learning. Students are divided into groups and each group is given different information. Within the groups, students learn as much information as they can teach the other groups of students [2].

The use of technologies allow teachers to engage students, remind them of upcoming assignments and homework, organize student learning, provide visual learning through video, track progress through online games and quizzes, and collaborate in groups. All of the methods presented incorporate these elements, which are vital to motivating students to learn [3].

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INTERNATIONALIZATION IN HIGHER EDUCATION

Globalization processes lead to internationalization processes development, in terms of high education. During 2000 to 2019 a range of mobile students has raised from 2 million to 6 million [7]. Thus, it is increasing continuously. Due to that research in terms of higher education, internationalization and academic mobility programs are vital and necessary for understanding globalization.

Internationalization has various explanations and could be interpreted in different ways. Let us look at the meaning of ‘internationalization’ by Jane Knight – a process of integrating an international or intercultural dimension into the teaching, research and service functions of the institution [4].

On one hand, the term ‘internationalization of tertiary education’ must provide actions that include international qualities into university activities, participating in science conferences to improve the educational system. On other hand, it cannot be omitted an importance of international student mobility for spreading providing students better education and communication skills [1].

Academic mobility refers to a foreign student or a tutor who is located on the territory of the other country within time of being educated. It is regulated by Bologna process in European Union. According to article of OECD (Organization for Economic Co-operation and Development students are divided into mobile students and foreign students. The term “mobile students” defines an individual who participates in student exchange programs after being admitted at university in the country of origin, but “foreign students” enroll in institutions in other countries [8].

The most well-known programs of academic mobility are Erasmus+, Fulbright Student Program, and DAAD. Let us look at them in depth:

Erasmus+. Exchange students and tutors program between universities of the EU and non-EU certain countries universities includes studying or teaching during 1 or 2 semesters. Erasmus Mundus joint Masters is a part of Erasmus+ that gives opportunities of studying in European institutions for people all over the world to acquire Master’s degree [2][6]. According to Erasmus annual report, the amount of participants in Erasmus+ program grows up by 8.45 percent per year. Yet Erasmus+ supports students in the fields of training, sport and youth.

Fulbright Student Program. It is financially supported by U.S. government for exchange students, tutors, scientists between the USA and countries-partners. It is based on developing in a range of directions on the territory of the USA paying grants for members. Indeed tutors are allowed to participate in selection to teach in the US. Residents of the USA are capable of teaching English within this program. Almost 400000 students are provided Fulbright’s grants and approximately 8000 grants are awarded annually.

DAAD – grant program for students who aspire to study in German institutions. Grants of this program can be used to acquire Bachelor`s or Master`s degree. Also, program provides service of short-term German learning course and covers costs at amount 850 euro that must be sufficient to live in most of German cities. More than 100000 students participate in program every year [3].

To sum up, research into internationalization of higher education is an essential part of understanding globalization. Internationalization occurs in two directions – providing international benchmarks into educational process of the country and arranging mobility programs for students or tutors to develop the cross-cultural dialogue in learning foreign languages. Furthermore, contemporary programs such as ERASMUS+, Fulbright Student Program and DAAD are vital elements of academic mobility favor pursuing goals of internalization of higher education.

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ACADEMIC MOBILITY AS A STRATEGY FOR INTERNATIONAL EDUCATION DEVELOPMENT

As a result of new educational needs, international organization target contexts, and state aims of convergence of national education systems around the world, the practice of providing such education, which can be conditionally labeled transnational, emerged. The majority of scientists agree that transnational education is education that provides educational services to specialists who have received them in order to carry out professional activities in the economic conditions in different countries. Academic mobility also gives specialists more opportunities for successful socialization in the globalized environment.

Students in the twenty-first century live in an interconnected, diverse, and ever-changing world. Every day, economic, digital, cultural, and demographic pressures affect the lives of young people all around the world, expanding their global encounters. This intricate structure provides both opportunities and challenges.

Therefore, the goal of this work is to assess the significance of academic mobility as a strategy for the advancement of international education.

Education is the focal point for the country's growth because it is a notion founded on the strong faith that educational institutions will play a vital role in the transformation of society and education in general. Academic mobility is one of the best learning chances. The term "academic mobility" implies a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence

(henceforth referred to as the "home country" [1].

American lawyer, First Lady of the United States from 2009 to 2017 said: "It's not enough for us to simply encourage more people to study abroad. We also need to make sure that they can actually afford it" [2].

Student mobility refers to the process by which a person enters an educational institution across a national border for part-time or full-time study. The concept of an international mobile student includes various international students.

Collectively, these students are part of an international educational exchange experience that is so intrinsically valued that the British Council and the German Academic Exchange Service (DAAD) refer to international student mobility as the "crucial aspect of internationalization of higher education" [3].

Academic mobility transforms traditional higher education institutions into hubs of communication between representatives of other cultural regions. Teachers of socioeconomic sciences should organize such a discussion. The dialogue's purpose is to help foreign students develop global cultural competence.

First, international student mobility is a regional as well as an intercontinental phenomenon. In fact, the practice of regional economic integration promotes student mobility. As a result, we can conclude that student mobility programs are designed to encourage curricula internationalization, i.e., the implementation of modifications in the curricula of participating HEIs and faculties. Secondly, speaking of the intercontinental exchange of students, it can be concluded that even in united Europe and the countries of the Far East there is a huge variety of national systems of higher education, that is, there is a great desire to internationalize curricula. These are very important factors today. Educational internationalization is the ability for teaching and learning to be increasingly involved with international cultures in order to enhance globalized learning [4]. Consequently, we can say that internationalization is an integral process of academic mobility.

To sum up, academic mobility is still a new phenomenon. This is not simply a new shape, but the unavoidable adaptation of the educational system to the new world order conditions, which include the erasure of state borders, the vanishing of national variety, and the establishment of a single cultural space. Transnational higher education, in

particular, refers to programs or courses of study for which students are located in a country other than the one in which the degree-granting institution is located. High-quality international mobility is a critical component of university internationalization. Students can get essential cross-cultural skills while also gaining important talents for the international job market by studying abroad.

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USING VIDEO GAMES TO DEVELOP COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LEARNING

The purpose of the study is to analyze the use of video games as a means of learning foreign language vocabulary and developing communicative competence.

Education should meet the needs and realities of modern life, i.e., it should not only be in line with the achievements in the field of teaching foreign languages but also introduce modern teaching of foreign languages, introduce modern technologies, and29

develop modern teaching methods [1]. That is why using video games to develop communicative competence in a foreign language is one of the most common practices in teaching a foreign language. This is because video games have a powerful potential to attract students' attention and increase their motivation and interest in learning a foreign language.

Studies have shown that language learning is faster in a context directly related to video games. As players progress through the various levels of the virtual world they are immersed in, they learn the names of real-world things they encounter, such as locations, characters, objects, treasures, etc., expanding their vocabulary. As the game's dialog unfolds, players also subconsciously learn grammatical rules. It is learning by doing, and it is one of the best ways to learn! [4]

When it comes to learning a new language, you have to master all four skills: listening, speaking, reading, and writing. One of the strengths of video games is that listening and reading practice are woven in. You will find yourself reading and listening to a lot of dialogue, and, in this way, learning grammar rules, new words, and idioms all together [3].

Listening to audio from video games in a foreign language can improve pronunciation. Pronunciation is an important part of language learning and should be the focus of improving language skills. Reading is also an important skill. Playing video games that require reading instructions can help improve foreign language skills. Reading promotes word recognition and improves pronunciation [2].

By repeating words and concepts, we build our vocabulary. When you play video games, you hear the same words over and over again, associate them with objects, and even learn them unconsciously, and the more you play, the more these memories and associations develop [3]. The top video games for learning languages are:

- 1) Video games with dialogue. They will be the best for practicing your spoken language.
- 2) Games that require you to use your target language to resolve puzzles or obstacles.
- 3) Games that require you to communicate with actual gamers [3].

Video games such as The Last of Us, Hogwarts Legacy, Lord of the Rings, Star Wars, Resident Evil, and all the Dark Pictures Anthology series are highly developed fantasy games rich in dialog, puzzles, and great practical slang and language. Games like Scrabble

are a great way to improve your vocabulary in any language. In the online version of this most famous of puzzle games, users can pit their wits and language skills against players from all over the world in their target language [4].

Conclusions. Given the above, we can argue that the use of video games for developing communicative competence in foreign languages can be a highly effective method of learning for students of different ages and levels of proficiency. However, it is important to remember that video games should be used in moderation, as overuse can lead to decreased productivity and distract students from their learning.

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ACADEMIC MOBILITY AND INTERNATIONALIZATION OF THE LEARNING PROCESS

Academic mobility consists of moving students to study or research for a specific academic period: a semester, or a school year, to another institution of higher learning

within the country or abroad. This opportunity enables the country to take steps towards greater internationalization of higher education institutions and processes. That is, in simple terms, it is an opportunity to study, work, internship or conduct scientific work in other universities, without losing your previous place of study or work [1].

Long years and even centuries, the knowledge have been an important criterion in the formation of the personality and in general of the person, now education also has not the last point in the life of many. Knowledge and education are one of the key roles that make it possible to develop a person, to achieve new successes and heights, to be a qualified, demanded professional and careerist in various spheres of activity. And it is the internationalization that helps to improve certain aspects and processes of learning towards maximizing the benefits and accessibility of the material to students of different countries [2], [3].

As for the pros and cons of the academic mobility of students: cultural dialogue (communication with culture, discovery and understanding of the values of other cultures, the possibility of removing political tensions between states and ethnic groups), expanding the horizon, acquisition of new specialized skills, improvement of foreign language skills, raising the level of communication, improving competitiveness in the internal and external labour markets.

As for the advantages of the introduction of academic mobility in different countries: improving the quality of education and science in relation to international standards, increasing the level of education of the population, integrating global development trends and enhancing countries' intellectual capacities.

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NECESSARY COMMUNICATIVE SKILLS FOR WINNING DEBATES AND NEGOTIATIONS

Effective communication skills are essential in debates and negotiations. Winning in debates and negotiations is not only about having the best arguments and evidence it also requires effective communication skills to convey your message clearly and persuasively. That is why the basic communication skills that are necessary and usually lead to winning in debates and negotiations should be listed.

Active listening is a crucial skill for winning debates and negotiations. It involves giving full attention to the other party's perspective, asking relevant questions, and demonstrating empathy to build trust and rapport. This communication skill is essential for understanding the other side's point of view, identifying their concerns, and adapting your arguments accordingly [4].

Persuasion is the ability to convince others to see your point of view. It is an essential skill for winning debates and negotiations as it allows you to present your arguments in a clear, concise, and compelling way. To be persuasive, you need to have a good understanding of your audience and tailor your arguments to their needs, interests, and values. You also need to use rhetorical techniques such as repetition, analogy, and storytelling to appeal to the other party's emotions and logic [1]. Evidence-based arguments and examples can also be persuasive as they provide credibility and authority to your position.

Confidence is the belief in oneself and one's abilities. It is an essential quality for winning debates and negotiations as it conveys a sense of authority and credibility, which can be persuasive to the other party. To be confident, you need to have a good understanding of your arguments and evidence, and be able to communicate them in a clear and concise manner. You also need to be prepared to respond to questions and challenges from the other party without becoming defensive or aggressive [2].

Emotional intelligence is the ability to understand and manage one's own emotions and those of others. It is an essential skill for winning debates and negotiations as it allows you to communicate effectively and manage conflicts without becoming defensive or aggressive. To have emotional intelligence, you need to be aware of your own emotions and how they affect your behavior and communication style. You also need to be able to read the emotions of others through their verbal and nonverbal cues and adjust your communication style accordingly [3]. Empathy is also a critical component of emotional intelligence as it allows you to put yourself in the other party's shoes and understand their perspective. This can help to build trust and rapport and create a more collaborative environment for negotiation.

In conclusion, winning in debates and negotiations requires effective communication skills, including active listening, persuasiveness, confidence, and emotional intelligence. By improving these communication skills, you can become a more successful debater and negotiator, building stronger relationships and achieving more favorable outcomes. It is important to remember that these skills take practice and effort, but with dedication and perseverance, anyone can improve their communication skills and succeed in debates and negotiations.

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STATE OF INTERNATIONAL EDUCATION AND WAYS OF ITS IMPROVEMENT

The place of study is the key to a prestigious job in the future. Therefore, young people take this very seriously and consider all possible options for a promising future. Every field and every profession has its own set of very specific and narrowly defined essential skills. At the same time, some skills are universal and applicable in many fields. So education abroad at the same time captures and frightens those wishing to immerse themselves in an environment of new knowledge, which is understandable [1]. Studying abroad has many advantages that should be noted. Inclusive:

1. Standard of education

The level of education that people receive abroad is radically different from studying in educational institutions in their native country. After all, by studying abroad, you will be able to learn from the best teachers, get access to new technologies, experience, etc.

2. Prospects

After graduating from an educational institution abroad, you will be able to become a very good specialist and have tremendous prospects for career growth thanks to the diploma and skills you have acquired at the higher educational institution. International education offers a wide range of exciting experiences to see and understand the world through travel, engagement with schools from other countries, and connections with people from around the world [2].

3. Learning several languages

The ability to speak and use several languages is highly valued in today's world and required by anyone who wants to succeed in life. Studying abroad gives you the opportunity to gain practical experience in improving your speaking skills.

4. The comfort zone

Moved out of their "comfort zone," students are helped to adapt within a new but supportive learning environment. This early experience will serve them well in the future by making them more versatile in the workplace, with the confidence to meet new challenges and the ability to adjust to different management styles [3].

European students understand the value of studying abroad because there is a lot more mobility in the European Union. African students are the most mobile of any group of students in the world. Students in Asia and other places all understand the value of studying outside of their home countries. But how you immerse yourself in the social, cultural, and all the different aspects of a new place is also important [4]. In the near future, international training will take on new forms, it will be even more closely connected with practical studies, which will allow students to go deeper into the educational process and help them learn new skills much faster.

Currently, countries are trying to develop the quality of education. Therefore, they use different ways and strategies to achieve this goal. Thus, countries and universities cooperate with each other, forming exchange programs between students. Also, higher educational institutions introduce new technologies into the learning process. Countries that develop education invest more and more funds in this field in order to obtain the highest quality specialists in all fields in the future. Technology, for example, makes international education reachable by far-flung districts that would not otherwise have the ability to access knowledge and information about other cultures and other peoples [5].

To summarize, international education is currently very popular because it allows students to learn new skills, learn more languages and have more chances for a quality future. International education is taking on new forms, introducing new methods of teaching young people and offering more and more opportunities for practical experience based on research. In the future, it will become even more in-depth and reach a new level. This will enable people to study even faster and more efficiently thanks to the help of the state.

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LEARNING ENGLISH AS AWARENESS OF FURTHER OPPORTUNITIES

Living in the twenty-first century, people have a unique opportunity to consider and fulfill their life as individuals. The ability to apply one's skills is an extremely sophisticated and expectant goal that people set for themselves. All of them shift an excessive amount of effort to build their own frame while struggling with competition

and moral lack of strength. Today, one of the pillars are foreign languages that really provide an extensive format of privileges for their owners.

In this thesis, I shall investigate why people try to learn other foreign languages, why do they need it, what can this lead to and what ways can you use to improve your skills? To answer this question, we begin by taking a closer look at analysis of available data.

Current research asserts that approximately 1.35 billion people worldwide now speak the English language. That is 17 % of the world's population. Given that English is the language of science, innovation, business and even the internet, it is the main cause why so many people around the world want to learn its [1]. Access to information, expanding the perception of the world around you, the opportunity to make new friends. Language affirms your ability to be anyone, complementing the existing reality.

Nevertheless, with the advent of awareness, contradictions arise more and more often. It is a well-known fact that not everyone considers it their prerogative to change their type of activity, memories and values to become themselves. Some are simply afraid to see what lies beyond the abyss, while everyone else takes risks and acts. Since the time people have been able to travel, new frameworks and horizons have opened up. It is not enough just to exist, you need to try. It is with similar phrases that people find motivation for further study.

Against this background, the central question that motivated this paper is: 'How languages affect the human condition?' According to the standard neurological gaze model, everyone's brain is made up of neurons, which have a cell body, and dendrites, which are the connections between neurons. This is what we call "gray matter."

Bilingual people have more of these neurons and dendrites compared to people who speak only one language. This means that their gray matter is denser. Bilingualism also has an impact on white matter – that is, a system of nerve fibers, which connect all four lobes of the brain. This system coordinates communication between the different brain regions, helping your brain to learn and function. Bilingual adults have increased white matter integrity compared to adults who only speak one language. Their second language experience actually boosts their brain's reserves [2]. Objectively speaking about influence; it remains only to give advice on how best to build your training.

Some people prefer to learn languages with the help of tutors, others, in turn, choose groups or even start learning on their own using social networks and applications. The last of the above methods is extremely popular. You do not have to spend time looking for a place in an already busy schedule, just take a day's study of words and grammar during a break and that is it. The opportunity not to waste time and money for their self-development interested many people, which contributed to the creation of new content.

Leafing through scientific articles, one can often stumble upon such an opinion that if you feel you are at the beginner level, the best way to learn English is to take an English course. Practicing regularly also needs to be done to fully support your development [3].

To draw the conclusion, one can say that languages change people, allowing them to grow and develop. Despite the fact that not everyone aspires to this, those who nevertheless decided will not be able to regret it, since they will no longer be the same.

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LANGUAGE AND INTERCULTURAL DIALOGUE

A modern person must have knowledge and skills, as well as be competent in

communication, negotiation, and intercultural dialogue. Because it is language and communication that ensure success and the ability to communicate. The use of language necessarily leads to the creation of a dialog, a conversation, a desire to hear something and be heard. The ability to use language and language skills is a necessary skill for every person. You need to be able to express your own opinion, your personal vision of a particular issue or problem, as well as to be able to hear others or find out the necessary information.

Since dialogue is the main form of communication, it creates important conditions for developing the ability to think independently, express one's own opinion, and prove one's own rightness and point of view.

Dialogic skills are an important factor and component of the development of a set of different types of knowledge, skills and abilities that influence each other. It is a certain personal system, a dynamic phenomenon that creates favorable opportunities for successful practical activity of a person of the XXI century [2]. The issue of intercultural dialogue as the basis of intercultural interaction and communication remains relevant.

Many researchers have paid attention to the issue of intercultural dialogue. For example, F. Batsevych in his Dictionary of Intercultural Communication Terms emphasizes that the dialogue of cultures is the interaction of cultures that interact in the processes of intercultural communication, provide the necessary mutual understanding and spiritual enrichment of representatives of different national linguistic and cultural communities, while remaining an effective form of realization of national tolerance and humanity [1].

Intercultural dialogue is a determining factor in communicative interaction. If properly applied, it becomes a driving factor in achieving this goal. International organizations pay attention to the effectiveness of intercultural dialogue in building a system of tolerant relations in a multiethnic society [2].

Intercultural dialogue is realized both in live communication and through media resources, including mass media, television, and the Internet. Thanks to the development and spread of computer technology, a system of media culture is being built that allows for a qualitatively new level of representation of national traditions and cultural monuments, supporting and developing the idea of intergenerational communication.

The role of participants in intercultural dialogue is determined by certain factors, including the desire to engage in dialogue, the level of awareness of conflict-free communication between representatives of different cultures, the level of awareness of other cultures and peoples, and the level of cultural competence. All of these factors are related to the participants of the dialogue, and such skills can be acquired [2].

Thus, dialogue is a way to learn about oneself, the origin of things, science, and other people. Dialogue skills are extremely important in society. Intercultural dialogue plays a significant role in the modern world, as it is important to be able to find a common language with representatives of other cultures, to be tolerant of the customs and traditions of different peoples. Intercultural dialogue should be based on certain fundamental principles, such as respect for human rights, building democracy, adherence to the spirit and letter of the law, equality, including ethnic, racial, gender, dignity, mutual respect and mutual partnership.

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THE IMPACT OF LEARNING A FOREIGN LANGUAGE ON THE STATE'S ECONOMY (HOW DOES KNOWLEDGE OF A WORLD LANGUAGE AFFECT THE COUNTRY'S SUCCESS?)

In today's globalized world, socio-political, socio-economic and cultural-informational processes are extremely interconnected and interdependent on each other. In the modern world, in order to carry out successful and effective communication, for interaction between states, world organizations, and business structures, generally accepted communication tools are used. Thus, the question of the importance of learning foreign languages in order to improve communication on a global level immediately arises.

In addition to the well-known factors that a foreign language helps in career self-realization, is necessary for studying in foreign educational institutions, for employment abroad and contributes to the development of our brain, it is also very important, both at the national and international level and increases the quality of our lives. Studies show that multilingualism is also good for the economy. Countries that actively develop different languages reap a range of rewards, from more successful international trade to more efficient professionals.

Katazyna Spiridakis, an analyst from the Polish branch of Education First, claims that the level of knowledge of a foreign language is directly related to the general level of development of the country. "These are, in particular, the depth of penetration into the Internet, access to education, a higher percentage of young people who get quality education, a higher level of employment of the population - all these things have a clear connection with the level of knowledge of the English language in this country," - notes expert [1].

According to the results of the study, the Netherlands, Singapore and Austria are among the top three countries in terms of English proficiency [2]. All these three countries are included in the TOP-20 wealthiest countries in the world according to Forbes in 2022 [3]. The Netherlands is an influential European Union country and the 17th largest economy in the world. The list of main achievements of Singapore includes an innovative approach in the development of the system of education, business, science, development

of the national health care system and housing construction. Austria has a well-developed socially oriented market economy and a high standard of living. Knowledge of a foreign language in these countries has a great importance and, in turn, positively affects the development of the economy as a whole.

The reason for such success can be attributed to the fact that language learning can establish trade relations. As the German and European politician and statesman Willy Brandt said – “If I'm selling to you, I speak your language. If I'm buying, then you need to speak my language!” [4]. A study of small and medium-sized companies in Sweden, Germany, Denmark and France found that those that invested more in language development among workers were able to export more goods than those that did not. German companies that have invested heavily in multilingual staff have added 10 export partner countries to their market. Companies that invested less reported that lost contracts instead [5].

In conclusion, we can say that learning foreign languages is very important in modern life, not only for personal growth and development, but also for the entire society as a whole. By learning new languages, we make a huge contribution to our future and the future of our country. Knowing the language, we can make new connections, attract new investments, open new markets, establish trade, and improve the state's economy.

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INNOVATIVE LEARNING TOOLS: FROM FACE-TO-FACE TO ONLINE

Any teaching and learning process must use certain means for effective and smooth passage. Media is a means of communication in the interactive learning process with the aim of effectively improving the results of student learning. Educators in higher institutions must be able to use the tools that can be provided to schools and universities according to the development and requirements of the times. The use of various creative media can also increase students' interest in the learning process [1]. This is because creative media will create a more effective learning environment. Qualitative innovations in education can help students learn more material in less time and improve study skills [3].

Learning growth in education is increasing. Information systems will evolve towards artificial intelligence systems that use intelligent agents to adjust and filter relevant information, and new methods and tools will be developed to encourage online learning, alignment and innovation. At present, technology plays an important role in education as a means of teaching and learning. An example of technological progress in education at a limited distance is the existence of online learning systems. This e-learning system facilitates distance learning between students and teachers so that the system can function effectively and especially during a pandemic or war. Therefore, e-learning media have a positive effect on the education system during the pandemic. The development of technological innovations brings new nuances to the effective, creative and enjoyable learning process, thanks to which learning is exciting and students become active.⁴⁴

Especially in the context of the pandemic, which limits the mobility of students during face-to-face learning, the innovation of this e-learning tool is a key pillar of the e-learning process. The protection of children and educational institutions is very important. Preventive measures are needed to prevent the possible spread of Covid-19 in educational institutions.

Creative instructional media are anything that can be used to stimulate students' thoughts, feelings, attention, and abilities or skills. So a fascinating and creative curriculum promotes the development of each student in their efforts to attain high academic results. Technological innovation is the driving force behind social and organizational change, and the perception of innovation is the ability of people to create something new and different for their own benefit [5]. It follows that in order to create innovative learning materials for practical learning, many key factors need to be considered when developing innovative materials, including analytical thinking, critical thinking, sharing perspectives, expressing rational ideas and developing openness. Innovative educators have the opportunity to integrate in-person and digital learning models to promote cohesive, effective, and accessible learning models in the 21st century [4]. Students provide information about the digital devices they own or have access to, and how they use online learning resources and learning tools and services. Creative learning materials that focus on student learning are creatively, dynamically designed, developed and managed, taking a multi-faceted approach for the best, using the latest media to create an environment and learning opportunities for students. The global proliferation of mobile devices such as smartphones, tablets and laptops, synonymous with Web 2.0 social media, has opened up new opportunities for learning and teaching.

The rapid development of information and communication technologies in the field of education creates a tendency to move from traditional face-to-face learning to modern learning based on e-learning, which can be accessed using mass media such as hardware and software, multimedia. The network and the Internet are not far away, space and time for everyone who needs it.

The combination of traditional learning (classroom learning) and online learning is called blended learning. Blended learning describes learning activities where traditional forms of learning, such as classroom or classroom learning, are combined with online

learning applications. Combining the use of social media and online learning to support teaching, learning, communication and related organizational activities promotes student and staff resilience. The most popular programs for online learning are Google Meet and Zoom. Combining different types of media in interactive online learning environments, especially for programming tasks, is of great interest even in times of pandemic [2]. Its potential in improving the technical skills of creative users in cyberspace using a variety of interactive multimedia programs in various departments of educational institutions has recently been demonstrated. All forms of education such as registration of potential new students, selection tests, publication of academic degrees and even the learning process are done online.

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TOURISM IN UKRAINE

AS A MEANS OF ACHIEVING INTERCULTURAL DIALOGUE

In today's turbulent international environment with conflicts and wars, in a world that moves according to the trends of globalization, it is more important than ever to establish such relations between nations, which would be based on respect, equality and law. That means the education of nations between which there is a dignified and honest dialogue.

The relevance of the mentioned scientific research is connected with the current difficult task to improve the tourist attractiveness of Ukraine and the need to master intercultural dialogue, which is an important tool for actively preventing conflicts, promoting democracy, stabilizing international and interethnic relations, establishing peace, which is acutely considered by Ukraine as the second country in history that has given up nuclear weapons and as a country that is currently in a state of full-scale war for the second year. The research aims to establish a clear interconnection between tourism and how it can contribute to international dialogue, explain the importance of international dialogue for Ukraine, and also emphasize the need for the development of the tourism sector in Ukraine.

It is known that "the dialogue of cultures is penetration into the value system of one or another culture, which is carried out through respect, overcoming stereotypes, synthesis of the original and non-national, which leads to mutual enrichment and entry into the world cultural context" [1, p. 1]. Intercultural dialogue helps people better understand cultural differences, learn from each other, eliminate suspicion and mistrust, build relationships based on mutual understanding, preserve cultural diversity, resorting to tolerance and decent human relations. Neglecting dialogue leads to the establishment of stereotypical thinking and reasoning, serves to spread suspicion, tension, the development of alarmism, provokes discrimination and xenophobia [7, p. 16]. In addition,

intercultural dialogue allows cultures not only to develop and function freely, but also stimulates the processes of their mutual influence, mutual enrichment, and high-quality interaction. Moreover, the form of this interaction is determined according to the extent of development of the culture: the more civilized the culture, the more interaction it will carry out. This is confirmed by the words of the outstanding Ukrainian literary critic I.M. Dziuba: "The extent and nature of contacts of any culture with the cultures of other nations is evidence of its own level of development and at the same time depends on it" [4, p. 21].

It is also worth noting that intercultural dialogue can make democracy more meaningful for citizens, increasing the participation of marginalised members of minority communities [7, p. 28]. This becomes important in connection with the fact that the number of national minorities in Ukraine is 14 million people, who are representatives of about 130 nationalities (according to the All-Ukrainian population census of 2001), and that Ukrainians have always followed and continue to follow the principles of democracy in their worldview and legal consciousness [2, p. 38]. Intercultural dialogue fights prejudices and stereotypes, both in political discourse and in public life, contributing to the establishment of a democratic culture and strengthening democratic stability [7, p. 17].

The Council of Europe claims that the spread of transport and the development of tourism have created a special basis for expanding the opportunities for international dialogue [7, p. 13]. The World Tourism Organization (UNWTO) emphasizes that "tourism is always a reminder of the importance of dialogue, peace, tolerance, and sustainable development among countries" [8]. The Organization is sure that tourism is an integral part of the culture of tolerance and non-violence, as well as all aspects of global exchange.

According to the Law of Ukraine "On Tourism" "the state declares tourism one of the priority areas of developing the economy and culture and shall create conditions for tourism activity" [5]. Indeed, Ukraine has significant potential for the development of inbound and domestic cultural tourism. There are more than 130,000 monuments on the state register in Ukraine; Ukraine is home to 16 UNESCO World Heritage sites. But, if from 2006 to 2013 more than 20 million tourists visited Ukraine, then since 2014 the total number of arrivals to the country has decreased by approximately 2 times, and with the

beginning of the Covid-19 pandemic, it has additionally fallen by more than 3.5 times [9]. As early as 2019, researchers noted that Ukraine is not competitive in terms of its own tourism sector and is not ready for international competition [3, p. 16]. Moreover, from February 24, 2022, we are observing a total stop of inbound tourism, freezing of business tourism and the transformation of domestic tourism into the movement of internally displaced persons [6]. Despite the above, the country's government continues its efforts to demonstrate Ukraine's attractiveness for tourism and cultural interaction. In particular, in 2018, the first large-scale international marketing campaign "Ukraine now" was launched, in 2019 the State Agency for Tourism Development (SATD) that implements the state policy in the field of tourism was created, in 2020 the "Ukraine Magnets" project was launched to find successful project symbols, which will be able to attract investors, as well as marketing and communication campaigns have been formed to popularize the "Travel Ukraine" project.

Summing up, we would say that tourism, as a form of open cultural exchange, just like the dialogue of cultures, is a component of the socio-cultural aspect of the activities of organizations in the socio-cultural sphere and an essential means of achieving international dialogue. International dialogue can be considered as an open and respectful exchange of opinions aimed to overcome prejudices at the level of mass consciousness. International tourism demonstrates the country's image on the international arena, certifies the prestige of the country, and provides a platform for international relations in various spheres, which, in our opinion, is necessary for Ukraine. Quoting the World Tourism Organization, can be said that "tourism's unique power, proven time and again, to build trust back, promote dialogue and understanding across borders, and provide opportunities, will be vital to help the people of Ukraine re-build the country they have already given so much to protect"

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RHETORICAL ACTIVITY IN FOREIGN LANGUAGE LEARNING

Rhetorical activity is the expedient and active realization of a social dimension of a language, which helps to develop the intellectual and the communicative aspects of a personality. It includes the experience of thinking, socializing, self-actualization of the own communicative actions and interactions within a community. *Reflection* as an activity is understood here not as a supplement to a technique, but as the integral source of experience, that is the ability to observe, make and substantiate some conclusions and suggestions.

The communicative paradigm in the world is related to the ability of study and is a base for a student's independence and competitiveness. It is realized in an optimal way only when it is provided with a certain time and place in class. This concept includes not only the amount of time for questions and answers, but also the qualitative side of communication during the process of study which has been formulated in the popular principle of cooperation by H. Grice [1, 2].

Thus, using cliches and the correct construction of phrases and sentences is insufficient to ensure a student's readiness to participate in small talks or various negotiations. It is also necessary to have a strategic plan of their organization and the relevant status-role missions.

Nowadays, when we have the ample access to texts and other materials in English, it is not appropriate to require the mechanical boning up different dialogs instead of making out their own in the groups comprised by the students gained the Intermediate and the Upper-Intermediate levels.

In addition, the need to apply some mechanisms and technologies to involve students in some creative work increases. A 'game' as a source of students' work in class attraction and intensification is interpreted by us in its general meaning, including application of different techniques of process management such as 'unlocking' – that is to develop awards for correct actions [3].

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OVERVIEW OF APPROACHES TO THE STUDY OF INTERCULTURAL DIALOGUE

Culture is a multifaceted phenomenon that combines the sum of achievements and values of the spiritual and material spheres of human activity. With the development of humanity, culture changes and transforms, being supplemented by new values and achievements of each generation. At the same time, cultural dialogue has been an integral part of the evolution of global society throughout our history.

Today, intercultural dialogue has become one of the most important strategic areas of activity of the international community in the name of world peace, as evidenced by the programmes and activities of the UN, UNESCO, and many other international organisations. Cooperation based on mutual trust and tolerant acceptance is important for the further development of humanity. It is dialogue that helps to strengthen relations between different cultural groups to achieve their goals and objectives, and to foster tolerance in the younger generation, which, in turn, instils tolerance the younger generation, thereby reducing the number of conflicts in the world and emphasizing the equality of all cultures.

The multifaceted nature of intercultural dialogue is emphasised by the fact that there are a large number of definitions of this concept. To further elucidate the problem, it is necessary to define the term "intercultural dialogue". The Council of Europe, for example, has adopted the following definition: intercultural dialogue is an open and respectful exchange of views between people and groups with different ethnic, cultural, religious and linguistic backgrounds on the basis of mutual understanding and respect [1].

Let us focus on the UNESCO definition of intercultural dialogue, which is enshrined in the Global Agenda for Dialogue among Civilisations: dialogue among civilisations is a process that takes place within and at the intersection of civilisations, based on common participation and a collective desire to learn, discover, and explore concepts, identify areas of common understanding and core values, and bring different approaches together through dialogue. In my opinion, this definition is quite apt and broadly describes intercultural dialogue, focusing on external and internal civilisation processes, covering issues of education, psychological openness to learning new things and not denying the "other" through communication [2].

In recent years, the term "intercultural dialogue" has been used frequently in both academic and political contexts. Western scholars have been studying this issue for a long time, paying attention not only to dialogue, but also to intercultural conflicts, intercultural aid, etc. M. Bryam introduced the concept of "intercultural speakers". This is a person who has a set of expert skills for the role of a mediator in conflict resolution, is curious and open-minded towards others, and has a critical view and simultaneous respect for their own values and those of others [3].

Thus, intercultural dialogue has many components that are closely intertwined. Therefore, when studying this phenomenon, it is important to synthesize scientific results from different disciplines, which contributes to the formation of a general picture of this process and helps to identify weaknesses and strengths for further improvement and active development of dialogue.

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INNOVATIVE TEACHING TOOLS:

INNOVATIONS IN MODERN EDUCATION

Modern technologies and learning tools are an important part of education. Innovative learning tools allow teachers, students, and pupils to use a variety of tools and resources to improve the quality of learning and enhance the education process. Let's take a look at the most innovative learning tools used in modern education:

- Virtual classrooms (e.g. Zoom, Microsoft teams, Skype, GoogleHangout) are one of the most innovative learning tools that allow teachers to conduct online lessons with students. They provide an opportunity for interaction between teacher and student, regardless of their physical location. This tool allows teachers to remotely teach students who live in another city or even in another country.

- Multimedia presentations allow teachers and lecturers to use visualelements such as images, graphs, videos, and audio files to explain complex concepts. This tool helps students learn the material more easily and improves their understanding of the subject.

- Virtual Reality allows students to explore new topics in an interactive format. This tool helps them travel in time and space, exploring different situations and solving problems in virtual reality.

- Interactive whiteboards allow teachers and students to work with different elements of educational material in real time. This tool helps teachers to create interactive lessons where students can interact with the material and complete tasks on the board.

- Mobile applications allow students to learn anywhere and anytime. These applications provide students with access to learning material and information as well as the ability to complete assignments and monitor their progress.

A characteristic feature of modern education is innovation - the ability to update, openness to new things. Innovations in education are connected with general processes in society, globalization and integration processes. Innovations in education are a natural phenomenon. They are also dynamic in nature and produce positive developmental results [2].

With the introduction of innovative technologies in education, one can learn more about the world, society, human beings, and nature. They add experience to communicative, mental, emotional, physical, and labor activities. They form the basic intellectual, labor, organizational skills that are necessary in everyday life to participate in society. Education and self-education open up space for the development of individual abilities [1].

Distance learning is a type of innovation in the organization of education. It primarily provides an opportunity to learn and collaborate at a distance using various technologies. The purpose of distance learning is the interaction between the teacher and the student, which takes place on the various platforms mentioned above: they work at their computers and communicate via the Internet. All these innovative learning tools help teachers and students improve the learning process and increase its effectiveness. They allow students to learn in a more interactive and engaging way, increasing their motivation and interest in learning. At the same time, these tools enable teachers to teach material more effectively and monitor student progress. During the pandemic and military operations, the platforms are relevant and widely used, because we need to learn! Distance learning is one of the new realities in modern education and makes it possible to learn from different parts of the world [3].

As a result, innovative learning tools are an important part of modern education and help to improve the quality of education and prepare the younger generation for life in the modern world. It is important that teachers and educational institutions use innovative learning tools to improve the process and prepare students for the future. However, it is important to remember that innovative learning tools cannot replace the role of the teacher in learning. Teachers remain the key figures in the learning process, providing students with the necessary support and guiding their efforts on the right path.

Modern technologies do not stand still, but they are constantly evolving. By offering digital tools and learning platforms, current technologies propose great advantages in university education. However, in addition to all the positive things that they have brought, there are also negative consequences. Using technology without sufficient care can produce poorer learning outcomes and cause students to miss out on opportunities for regular social interaction.

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TRAVELLING AND ITS ADVANTAGES FOR SELF-DEVELOPMENT AND SELF-EDUCATION

Traveling is the act of moving from one place to another, typically for pleasure or business purposes. People travel for many reasons, including to experience new cultures, visit friends and family, attend events and festivals, conduct business, or simply to take a break from their daily routines. Traveling can have many advantages for self-development and self-education. I suggest talking about the benefits in more detail.

One of the main advantages of traveling is that it exposes people to new experiences and perspectives. Traveling allows you to experience different cultures and ways of life firsthand. This can broaden your perspective and help you to understand and appreciate different ways of thinking and living.

You gain interpersonal skills. Traveling to a foreign country can also give you the opportunity to learn a new language. Making small talk develops your skills in handling conversations, building your confidence in talking, listening, and being mindful of non-verbal cues. This can be a valuable experience to have and can open up new career and personal opportunities [5].

Traveling can also be a great way to learn about history and geography and develop your creativity. Visiting historical monuments and sites can help you better understand different cultures and their meanings [3].

Another benefit of travel is that it can be a great way to relax and recharge. People often travel to escape the stresses of their daily lives and to take a break from their routines. Travel can provide a much-needed change of pace, allowing people to unwind and recharge their batteries.

Finally, traveling can help you build a sense of gratitude for what you have. Seeing how other people live and the challenges they face can make you appreciate your own life and the opportunities you have. Traveling often means being away from loved ones and missing home. But instead of feeling sad, you may feel incredibly grateful. Sometimes it takes being away to really cherish what you have back home.

You can learn a lot about yourself through travelling. You can observe how you feel being far from your country. You will find out how you feel about your homeland. You will realize how you really feel about foreign people. You will find out how much

you know or do not know about the world. Being in another country is like a challenge that you have never thought about before. You will increase your self-confidence and ability to do the most difficult things. You will not be the same person after returning home [1].

Everything you learn on your travels can help you become a wiser, more compassionate, and more curious human being. People grow and change in incredible ways as they travel the world. These new experiences will broaden your horizons and teach you valuable life lessons that you cannot learn while sitting at home [4].

Traveling tells you that everyone's appearance is different, but they have the same emotion in their hearts, and they all want to be happy. Hearing the stories of people around the world is inspiring and this type of human connection can help you become a more compassionate and empathetic person.

Travel tests your planning abilities. Having a plan will reduce uncertainty, especially when traveling when things change quickly. Create an itinerary, fill in the details, set a budget, organize the first day of travel - it's a step-by-step process that requires patience, research, attention to detail and foresight. Experiencing such "traveler's nightmares" can make you a better planner. These skills in later life will optimize the productivity of any work you do [5].

Stepping out of your comfort zone can help you become more independent, responsible and confident. Traveling puts you in situations where your hidden talents must be revealed in order to navigate a foreign environment. You often need to solve problems and be able to take care of themselves financially and spiritually while abroad. Travel teaches you how to better budget and save money by using different resources [2].

In conclusion, every trip is a great opportunity to get unlimited experience, unforgettable impressions, make new acquaintances and get to know another culture and traditions, learn a new language. Travel can be your own transformation that helps you develop as a person.

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NECESSARY COMMUNICATIVE SKILLS F OR WINNING DEBATES AND NEGOTIATIONS

Debates and negotiations are essential elements of effective communication in business, politics, and other spheres of life. To ensure successful interactions, it is important to understand the necessary communicative skills required for winning debates and negotiations. This essay will explore the benefits of active listening, the role of body language, and strategies for navigating difficult conversations during debates and negotiations.

Active listening is a key skill in debates and negotiations, as it helps to ensure that each person is fully heard and understood by all parties involved. According to a study, active listening helps to create a space in which all parties can feel comfortable and respected. The study found that active listening can help to ensure that information is accurately shared and understood, and that any misunderstandings are quickly identified and resolved. It can also help to reduce feelings of resentment or hostility that can arise in debates and negotiations.

Furthermore, active listening can help to create an atmosphere of trust and respect, making it easier for parties to reach an agreement. This is because active listening helps to create a space in which all parties can feel heard and understood, and therefore feel more confident in negotiating an agreement. In conclusion, active listening plays an important role in debates and negotiations, as it helps to ensure that all parties are heard and respected, and that any misunderstandings are quickly identified and resolved [2].

Body language is an important part of communication, and its role in debates and negotiations cannot be overstated. According to R Harris, HM Holmes, and DM Mertens in their 2009 study on Sign Language Studies, body language “can communicate a great deal of information” and can “set the tone of a discussion” (Harris, Holmes and Mertens 2009). In debates, body language is a powerful tool to convey one’s opinion or to express disagreement and opposition.

Nonverbal behavior such as facial expressions and posture can be used to emphasize and strengthen arguments and to draw attention to one’s position. Furthermore, body language can be used to establish dominance, by for example, taking up more space, or speaking more loudly. In negotiations, body language can help to create a more cooperative atmosphere, by conveying one’s willingness to compromise and to look for a solution.

Positive body language can also make it easier to come to an agreement and to build trust between the negotiating parties. It is therefore clear that body language plays an important role in both debates and negotiations, and it should not be neglected when preparing for such discussions [1].

The importance of non-verbal communication in debates and negotiations cannot be overstated. Using body language, facial expressions, and tone of voice is one of the most effective ways to convey a message to your audience suggests that non-verbal communication can account for up to 93% of the message being conveyed through non-verbal communication. When debating or negotiating, it is therefore very important to pay attention to the tone of your voice and the body language that you use [5].

Navigating difficult conversations during debates and negotiations can be a daunting task. It is essential, however, to be aware of the strategies available to ensure a successful outcome. According to E Gesch-Karamanlidis, in 2016, there are three main

strategies for effectively navigating difficult conversations during debates and negotiations. The first strategy is to recognize and acknowledge the other person's argument or point of view. This will demonstrate respect for the other person and create an atmosphere of open dialogue. The second strategy is to be aware of the tone and language used.

Using respectful language can help to create a more positive environment, while avoiding inflammatory language can help to reduce the risk of escalating the situation. Lastly, it is important to be flexible and willing to compromise. Being open to negotiation and compromise is essential for resolving conflicts and finding a mutually beneficial solution. These strategies are essential to consider when navigating difficult conversations during debates and negotiations [3].

A person's emotional intelligence involves identifying and managing their own and others' emotions. In the context of debates and negotiations, it is one of the most critical skills. The concept of emotional intelligence, as described by, involves understanding the perspective of the other person, managing your emotions, and empathizing with that person. As part of negotiations, emotional intelligence plays a vital role in establishing trust and rapport between the parties [4].

It is clear that achieving success in debates and negotiations requires a great deal of skill in communication. To be most effective, individuals must be able to articulate their points in a manner that is clear and concise, as well as being able to listen to the perspectives of others.

Additionally, those engaging in debates and negotiations should understand the ideas and values of their counterparts, while being able to compromise without sacrificing their own goals in the process. All of these communicative skills can be developed through practice, and when mastered, can help individuals navigate negotiations and debates with greater success.

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INTERNATIONAL EDUCATION: SELF-DEVELOPMENT BY LIVING ABROAD, ISSUES FACED BY INTERNATIONAL STUDENTS

Education abroad often attracts by the name alone, and this study is more aimed at demonstrating all aspects of this activity.

Starting with the fact according to some surveys and studies in which more than a thousand people were involved, and it was: people who lived abroad and not, it was proved that people who lived abroad have a clear idea of themselves and a self-concept clarity, unlike people who did not have such an experience. However, one of the possible explanations for such a study could be that people who are ready to live abroad from the very beginning have a clearer idea of themselves and another survey was conducted to understand this more deeply. All indicators were taken into account, such as demographic and psychological measures: age, gender, marital status and much more, and again the result was identical with the first study [1].

This phenomenon is easily explained by the fact that people living in their own environment and surrounded by other people with similar behaviour often do not ask themselves whether their own behaviour reflects moral and cultural values. Most of all, a

person can appreciate his/her own qualities when he/she enters a completely new environment, such as living abroad.

It is also worth considering the fact, which is supported by other already international students' surveys, that students studying abroad have a clearer perception of the world around them and, in general, after such an exciting experience, they are confident in their future and subsequent career. While studying, there are a lot of people of different cultures who force to look at the same things from a different angle. Thus, there is an opportunity to find not only friends, but also future business partners or even customers. A person becomes more educated by learning something new, and this is just what is needed by being in a new environment [2].

At the moment, an ideal picture is emerging about the idea of international education, although it is must to take into account the disadvantages of this experience. The main number of problems may be the search for housing, because not many universities provide this service, adaptation, building international relations when trying to communicate in a foreign language. Students abroad feel the same pressure from their families, as it often takes a lot of money and time to make the student feel comfortable and present themselves in the best possible way. Fortunately, some universities take part of the responsibility and help in intercultural adaptation, but this does not always make the chosen path easier.

Logistical problems can also notably aggravate the situation. Most universities require to deal with the place of residence and own class schedule by signing up for them in advance. Such requirements require the student to make a decision, and this is another psychological torture, because such important decisions will later affect life and the feeling of comfort being abroad.

Language barriers and building intercultural relationships also pose a threat to international students. Rapid speech, different accents, slang and some idiomatic expressions often cause learning difficulties and make the student feel socially isolated. Even speaking fluently in a second language, there are a lot of nuances that affect academic performance and successful communication with native speakers in an academic environment. Most of all, students suffer from intercultural differences in building relationships, because culture is what determines how people structure society

and what values they tend to value. Getting into a new environment needs to learn how to build relationships so that they reflect new circumstances [3].

Now, having considered all the pros and cons, the choice remains with a specific person. It is salient to be completely confident in made decision in order to worthily build future. Properly approach the financial side and not make a mistake with the choice of the country, because the study of the cultures of other countries and the standard of living can significantly affect the idea of the chosen environment.

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IMMERSIVE LEARNING AS A GLOBAL EDUCATIONAL TREND

The coronavirus pandemic has triggered a reform of the educational process around the world through the introduction of distance learning. However, in the conditions of such a learning format, it is important to find ways to ensure the process of communication between students and the teacher in both synchronous and asynchronous

modes, that is, to use the means of information and communication technologies. The use of immersive technologies can be singled out as one of the promising directions for the development of such distance learning.

What are immersive technologies? Immersive technology is the integration of virtual content with the physical environment, allowing the user to naturally interact with mixed reality, which includes two main types of reality, such as augmented (AR) and virtual (VR) [1].

Immersive technologies of the new generation have significant advantages: classes with their use are engaging and creative as using multimedia gives additional interaction. Furthermore, students get the opportunity to penetrate deeper into the structure of complex processes and objects being studied.

Creating an informational and educational environment using the Internet allows to implement one of the principles of democratization of education - access to quality education: regardless of place of residence or other objective reasons. A student is supposed not only acquire knowledge of the subject, but also form it on a sufficient level of competence necessary for its further use in professional activity [3, p. 54].

The advantages of using immersive technologies in education are an access to all resources (such as a tool for creating classes and achievement of educational goals), regular character of training assistance, improvement of communication and intellectual exchange, provision of existing world experience, Internet as a game element of learning [2, p. 362].

Benefits for students are learning and working in a group in teams, cooperation in solving educational problems, work in groups outside the classroom, predictable analysis of received information and creation of own educational products.

So, according to scientific research, immersive technologies improve students' spatial understanding and memorization, allowing them to experience learning from the first person, to see everything that is happening around them. Such technologies provide visual learning and contribute to students' overall understanding of more complex subjects, theories and languages.

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EXTRACURRICULAR ACTIVITIES FOR LEARNING ENGLISH AT UNIVERITIES

Nowadays English is very important. It is an international language. Knowing English is necessary if you want to be modern, smart and successful.

Firstly, we cannot work, study, travel, communicate, listen to foreign songs, watch foreign films and earn money without English. It is the prevalent language in travel and entertainment, in computer technologies, in medical and pharmaceutical fields.

Secondly, English is the language of business. When you enter in an English-speaking environment, you have to be able to use exactly this language to conduct contracts, answer calls, conduct ordinary and business correspondence, make presentations and much more.

If you have a dream of being successful, getting a well-paid job and going abroad, English is your ticket to a better life [1].

Thirdly, it is the language of the Internet. If you do not know it, you should start

studying. There are many clubs, courses, websites, tutors, special schools, online classes and different sections. You have to pay. However, it is not expensive. Everybody can afford it. But if do not want to pay, you should watch films in English, listen songs, audio. There are many available video courses on the Internet. Also, you can find a foreign pen-friend and chat in English. This is very useful and interesting. If you have an opportunity to go abroad, use it. There you can practice your language very well. It can definitely be your chance.

Unfortunately, not everyone can afford expensive English courses, but today there are many other opportunities to learn foreign languages in other countries inexpensively but qualitatively. It is a well-known fact that nowadays there are many international programs that give us possibility to learn and practice at the same time.

For example, Global Volunteer is a great opportunity to live in another country for 3 to 8 weeks, work in an international team of students and help with the implementation of a chosen project. It can be teaching English lessons to children from orphanages in Turkey or organizing trainings on gender equality for the Chinese. This organization seeks to develop the leadership skills of young people and adapt them to life in modern, equal world [2].

The Anglo-Continental School of English is another interesting international program for learning English. This school became one of the first schools whose results, methodological developments and programs were highly appreciated by the UK Ministry of Education, which is why more than 400 thousand people from 120 countries have chosen it throughout its history. General English course includes 20, 25 or 30 lessons per week for all levels of English (from Beginner to Advanced) [3].

Students study in multinational classes where the teacher constantly monitors the progress of each student. The course duration is from 2 to 60 weeks. This program includes an exam preparation course as well. It means that students complete tasks that improve their overall English skills. Teachers also introduce students to the format of international exams. [3]

In conclusion, I would like to say that if you want to improve your life, it is never late to learn English. Find new opportunities and remember that knowledge is power!

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HELP FOR UKRAINIAN STUDENTS IN GERMANY

Until 2022, Ukraine was one of those countries to which students from different countries went for higher education, more than 390 educational institutions of Ukraine provide training for foreign students. In 2020, according to the Ukrainian State Center for International Education, 76,548 students from abroad entered Ukrainian universities, the most in 2019 – 80,470. Students from more than 150 countries of the world go to Ukraine; India leads the top 10 countries, next Morocco, Turkmenistan, Azerbaijan, Nigeria, China, Turkey, Egypt, Israel, Uzbekistan [1].

By 2022, Ukrainians wanted to go to study in other countries, or participated in student exchange to learn more about the education system abroad. But, after a full-scale invasion, many students left to live abroad and continue their studies online, or entered foreign universities. Many students went to study in Poland, as the Polish language is more similar to Ukrainian, but others also went to other countries, such as Germany.

Studying in German universities has always attracted students from Ukraine with

the quality of education, stability and great opportunities. In addition, Germany is one of the few European countries that covers the financial needs of higher education institutions, which is why studying in state educational institutions in Germany is free. Moreover, universities, public, charitable organizations, the government support and help students who have entered or transferred to German universities from Ukraine [3].

Some of the universities you can enroll in in Germany include: 'Technical University of Munich', 'Ruprecht-Karls-Universität Heidelberg', 'Ludwig-Maximilians-Universität München', 'Freie Universität Berlin', 'Humboldt-Universität zu Berlin', 'Technische Universität Berlin', 'Friedrich-Alexander-Universität', 'University of Hohenheim' [7].

Since the main requirement for foreigners to enter the university is knowledge of the language: German at the A2 level, and English at the B2 level, so many students have a language problem. Many universities in Germany offer Ukrainian students to attend language courses, guest programs, full-time language courses, training programs, etc. Thanks to these courses, you can prepare for studying in Germany [4].

Another problem for refugee students is the problem of living expenses, so there are certain benefits for students who have entered universities, about them below.

The first aid is the 'BAföG scholarship-loan' for education, which is regulated by the Federal Law on Education Assistance. The scholarship - BaföG' loan is partly a government grant and partly an interest-free loan, which must be repaid later. It applies to students from poor families and those undergoing vocational training. To obtain it, you need to submit an application and have an official residence permit or a preliminary temporary certificate (Fiktionsbescheinigung). Regarding the age limit, the age should not exceed 30 years, and for masters - 35 years. As for the size of the scholarship, it can be different, and the maximum payment is 861 euros, and there is also permission for part-time work. But after completing the studies, half of the received money will have to be returned to the state, except for some privileged categories. The scholarship loan will only need to be repaid five years after receiving the last scholarship. 30 years are given for return [5].

The following aid from the College of Applied Sciences and Arts (Hochschule für angewandte Wissenschaft und Kunst), or HAWK, provides small cash payments to students

in need. Ukrainian students can apply for the 'Deutschlandstipendium' scholarship. Deutschlandstipendium supports talented and successful students. When awarding them, in addition to the first grades, public activity and special personal achievements are also taken into account. Each fellow receives 300 euros per month [6].

Help from the 'Student Exchange Community in Central and Eastern Europe' (Gemeinschaft für studentischen Austausch in Mittel- und Osteuropa) offers financial assistance and support to Ukrainian students. Ukrainian students who studied at a higher educational institution of Ukraine for the period from 01.01.2022 can use this help. The program provides: payment of a stipend in the amount of 934 euros, the opportunity to spend a semester at a university in Germany, assistance with admission to a German university, accompaniment and support [2].

The "Erasmus" program of the European Union, which is known throughout the world, supports international cooperation in the field of education and professional development of young people. The essence of the program is to give students the opportunity to practice or study at universities in other countries for several months. During this time, they receive a stipend that covers accommodation and other expenses.

And the last help - 'ISIC' - an international association of students, its goal is to reduce student costs and help in traveling and getting new experiences with the help of the 'ISIC card' - an international student ID that provides many benefits and discounts: plane and train tickets, travel insurance, accommodation in hotels, public transport, car rental, educational courses, licensed computer programs, restaurants, cafes, online shops, museums, theaters, organizing concerts, etc. The card can be obtained by students, schoolchildren and doctoral students of such educational institutions [3].

So, Germany, like many other countries, goes to meet Ukrainians in the field of education, helping students who were forced to leave Ukraine to continue their studies abroad, providing various assistance, courses, and simply support in various issues.

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FOREIGN EDUCATION AND ITS BENEFICIAL IMPACT ON FUTURE SPECIALIST PROFECIENCY

For many years, international studying has been a widespread tendency in our globalized world [1]. Increasingly, students are eager to join various exchange programs with great curiosity and enthusiasm due to the fact that the benefits cannot be overestimated.

At first glance, the foremost gain of studying abroad is the chance to acquire new knowledge in terms of obtaining a certain major at foreign or international educational institution. Nevertheless, this is only the tip of the iceberg behind the wide range of opportunities attainable to students.

The advantage of the knowledge received at the university abroad is the fact that the student perceives information from another point of view in comparison to home educational institutions. Taking into consideration cultural differences as well as the worldview and ideology contrast, it may occur that people from different corners of the world have distinct opinions on the same issue. In addition, the teaching approach and the system of education in two universities probably vary as well. Thus, analytical skills and comparative thinking might be developed profoundly within these conditions.

Secondly, along with advanced knowledge, a person would definitely obtain relevant life experience. In a certain sense, to stay in another country alone at quite a young age could be challenging and stressful. Nonetheless, our brains are more flexible in solving problems in tense circumstances. Hence, when a student realizes that there is no one around to rely on, he adapts to the situation and tries to handle it on his own.

At the same time, you are focused primarily on your life, paying more attention to your own feelings, emotions and preferences. As a result, it is an opportunity to understand your true interests and values. In such a way, for someone international studying becomes an essential stage on the path of personality formation.

One more gain of studying abroad is favorable circumstances to discover the world and, namely, the culture of the country where you stay fully immersing yourself in its atmosphere and mundane life. Consequently, it promotes establishment of ties with both native citizens as well as other exchange students expanding the worldview, contributing language practice and improving communication skills.

From another perspective, international studying poses a profit not only to the student, but to the state likewise. It should be acknowledged that the state has two ways of influencing others in order to reach the desired outcomes, in particular, by exercising either hard or soft power. While the first option implies the use of direct and coercive methods, including military power or sanctions, the latter concentrates on indirect impact and attraction using moral, cultural and ethical resources [3]. Therefore, student exchange

programs are one such means of performing state soft power. It facilitates the level of recognition and decent image of the country as well as it strengthens international relations and public diplomacy. On the other hand, it is a chance to educate more professional specialists with extensive experience and multi-faceted knowledge.

Furthermore, educational institutions are affected favorably by conducting international studying too. Owing to accepting international students or appointing one's own abroad university stimulates development enhancing educational environment with multicultural perspectives, boosts competitiveness attracting more students, provides income opportunities and improves the qualification level of future graduates [2].

In conclusion, international studying ensures a diversity of benefits for the state, the academic institution and students themselves. What is more, these assets are directed to both parties including those which sent students and hosted one. In this manner, among positive consequences for each side are enhancing the institutions' reputations as well as endorsing the entire cultural and political image of the state. When it comes to students, by virtue of international studying the opportunity of exploring the world, experience of other cultures and building relationships with other nationalities as well as identity strengthening and self-development growth are guaranteed.

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DISTANCE LEARNING: CHALLENGES AND OPPORTUNITIES FOR MODERN YOUTH

The Internet has become a significant part of our lives nowadays. Without computers and the Internet, modern education is implausible. Today's schoolchildren and students use the web and computers frequently for both individual use and education. Continuous usage of Internet technologies and e-learning creates new chances for continual education and professional upgrading; having the option to receive a second degree increases rapidly. So, it is clear that distant learning has become an important part of our lives. A person should be aware of all of its benefits and drawbacks before choosing their own educational path. [2]

At first, it was thought that distant learning's biggest drawback was a lack of interaction with instructors and fellow students. The psychological aspect of learning is eliminated, and pupils no longer experience a personalised approach to their learning, among other factors. Knowledge exchange becomes impersonal. [1]

As a consequence of the lack of immediate communication between students and their teachers and classmates throughout many circumstances, distance learning causes pupils to become socially isolated. Using contemporary communication tools like forums, email, chat, video, online conferences, etc. might diminish such psychological anonymity. [1] [3]

The shortage of technical opportunities is the second downside of e-learning. The learner must be able to be technically equipped to keep access to some form of knowledge. A laptop and internet access are required for at least one person. Unfortunately, not all individuals have the means to accomplish this. A person who enjoys traveling and getting an education at the same time is absolutely dependent on Wi-Fi, etc.[2]

A larger percentage of those who enroll in e-learning are actually individuals who are currently employed. Such students can find a convenient study period owing to online courses without it affecting their already packed schedules. After work, at midnight, or on the weekends are all good times to study. In fact, students can access online learning resources and instructors at any time. Such an opportunity for students eliminates the communication barrier for those who have fears of expressing their opinions. But it's not a long-term solution: once an individual has outwitted his obstacles on the way to

conveying his opinion, those interfering factors are to turn back in multiplied dimensions.
[3]

To sum up, distance education, despite having numerous drawbacks, can offer students more comfort and flexibility in their course schedules and more learning options. Each student considering enrolling in a remote learning program for a certificate or degree should assess the benefits and drawbacks to decide if it's a good choice.

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NEOLOGISMS IN THE ENGLISH LANGUAGE

Recently, many new words have appeared in the English language which require detailed study. The increase in the number of new nominations led to the emergence of a new science - neology, which deals with the search for new words, their classification, analysis of factors and means of their formation. Among the problems and tasks of neology, the following can be distinguished: the discovery of new words and the correct understanding of their meaning, the formulation of new trends in language development based on new linguistic units, the determination of methods of their formation, translation

and lexicographic processing [2,712].

A neologism is an invented or newly created word that is often used by society. They arise with the help of world events, trends and changes in cultural characteristics. Neologisms spread with the help of the Internet and mass media. Due to the active development of technologies, a large number of concepts and professions, which are called "neologisms", appeared [1, 396].

There are currently three types of neologisms:

- mixing of words - combination, merging of two or more words that create a new word with a separate independent meaning;
- transferred words - borrowed words in which a change occurred;
- derived words - borrowed from Latin and ancient Greek languages.

Neologisms enrich the vocabulary, the vocabulary of the language, decorate the language, help to study lexical units in depth. Not all neologisms are in dictionaries because it takes some time to understand, learn, research and track the usage of words and phrases. Most of the neologisms from the categories mentioned above refer to everyday life, social networks, and the latest technologies. While new industries and industries appear, new words appear in the language.

But, nevertheless, there are many areas of research in neology that require more detailed analysis and approaches to clarify linguistic causes and influences.

Examples of neologisms in the English language are:

Humanness (human + ness)

Brangelina (Brad Pitt + Angelina Jolie)

Noob – New to an online community or game.

Errorist – Someone who often makes mistakes or is always wrong.

googleable – something that can be found in search engines.

Skype sleep - maintain communication through the Skype program and simultaneously fall asleep with your interlocutor

Sellebrity - using the name of famous personalities to advertise products and brands.

Text-walk - correspondence, correspondence in various social networks on the go.

Tech-life balance - the time a person spends using technology and the time without

it.

A facecrook is an offender who uses the Facebook social network to commit a crime, plan or discuss a plan.

Youthquake - changes in culture, politics, which took place under the influence of youth. A diss tweet is not a delicate, unkind post on Twitter.

Cli-fi is a science fiction film about climate change.

Clique stalking - secretly learn about a person's friends from social networks.

Bling-bling is a phonological neologism used to denote metallic, shiny objects, possibly jewelry, created because this word is similar to the sound that appears when wearing metal jewelry.

Ah-ah - a sudden grasp, achieving something, after receiving new knowledge and information.

Buh - cool, very fun, especially, arose as a result of the similarity of the sound when punching oneself in the chest.

Hucka hucka - laughter, entertainment, formed as a result of sound imitation.

Tick-tock is a clock, and sound imitation is also involved.

Thumpa thumpa - music played to create a very loud noise.

Summing up, it should be noted that neologisms enrich the lexical composition of the language [3,203]. They appear chaotically and are the achievement of trends and challenges. These words can exist for some period of time and can spread quite quickly. Neologisms are units that combine the novelty of the form with the novelty of the content. From the point of formation they are morphologic and phonetic neologisms. Semantic innovations which combine a new content with the already existing form appear by the change of the meaning

Neologisms cover almost all spheres of life and the lexical composition of the English language is constantly replenished with them, and therefore, it is necessary to understand in what way and in what way these lexical units should be translated into another language. The most common methods and ways of translating English neologisms into another language are transcription, transliteration, tracing, approximate translation and translation understanding, descriptive translation. Among newly coined words we find dominant nominations new by their form and meaning. The analysis shows

that most neologisms are morphological formations made according the existing patterns.

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INTERNATIONALIZATION OF THE LEARNING PROCESS IN UKRAINE AND EUROPEAN COUNTRIES

The purpose of my work is to reveal the main concepts of the internationalization of higher education in Ukraine and abroad, to analyze the statistics of Ukrainian students abroad, and foreign students in Ukraine. Tell about the advantages and purpose of internationalization of education

Academic mobility and internationalization of education are closely related. Academic mobility of students and employees is the most common aspect of internationalization. Academic mobility is an opportunity to study, teach, intern or conduct research in another higher education institution or scientific institution in Ukraine or outside of Ukraine [3]. According to the Law of Ukraine "On Higher Education", academic mobility is allowed for all students. To realize the right to academic mobility, a student can choose a university or college or another scientific institution, such as a scientific center or laboratory both in Ukraine and abroad. The process of internationalization of higher education in the world has been going on for more than

fifteen years.

Internationalization is a necessary factor for the integration of Ukrainian educational systems into the global and European space of higher education and scientific research, the establishment of intercultural communication, the development of partnership relations between states, as well as between institutional and individual subjects of educational and scientific activity, a factor in improving the quality of education and scientific research [4].

The basis of the language of science in the world is English. More than 2/3 of scientific literature is read in English. Breaking news from around the world is also broadcast by English-language media. Owning a foreign currency is now one of the means of survival. Knowledge of a foreign language today is no longer an advantage or just a valuable quality - it has become a necessity.

Belgium can be an example of a well-organized academic mobility. In this academic year 2022-2023, the six universities of the Wallonia-Brussels Federation welcome 108 students from Ukraine. Each institution has implemented measures to facilitate their integration into the university community. The main obstacles encountered are the equivalence of diplomas and the language. All universities organize French as a foreign language courses for Ukrainians wishing to follow a course within them. Appeals for donations and solidarity have been launched within the various university communities in order to help Ukrainian students, for housing in particular [8].

One of these programs is dedicated to supporting the educational, professional and personal development of citizens of the EU and beyond, in the field of education, youth and sports, to contribute to sustainable growth, quality of jobs and social cohesion, to develop innovations and strengthen European identity and active citizenship is the ERASMUS+ program of the European Union. Quality in education and training, inclusiveness and gender equality, green and digital transformations, teacher training, higher education, geopolitical dimension are the key priorities of this program [1].

Thanks to this program, thousands of Ukrainians had the opportunity to study at the best universities of the European Union, and thousands of Europeans also had the opportunity to study at Ukrainian universities. This program enables people from different parts of Europe to learn about the culture, language, and traditions of other European people.[5]

In addition to this program, many people from non-European countries come to study to Ukraine, such as India, Turkmenistan, Nigeria, China, Azerbaijan, Uzbekistan, Israel, Turkey - in total, about 90,000 foreign students study in Ukraine. Foreigners are taught in Ukrainian higher education institutions in Ukrainian or English. To date, there are more than 390 institutions of higher education in Ukraine that train specialists for foreign countries and offer foreign students a wide range of specialties in various fields of knowledge. The doors of Ukrainian higher education institutions are opened annually to students from more than 150 countries [2].

For the current period, it is becoming important to use a foreign language in order to advance up the career ladder. This is a guarantee of success in all initiative! Knowing a foreign language for climbing the career ladder contributes to the development of skills in business communication, partnership cooperation, and increasing competitiveness in the job market. Knowledge of the English language is considered one of the prerequisites for success in life, it gives an opportunity to rise to a higher level, to cover the widest areas of communication, to get acquainted with the state peculiarities of culture and traditions of the peoples of other states.

The positive impacts on the organisational culture of institutions involved in processes of internationalization and mobility come from several factors. Among these, we can highlight the interculturality experienced by the different actors in this process, which is expected to be inclusive and generate new socio-cultural and socio-economic dynamics. These, in turn, can foster new forms of interaction between these institutions and their relevant contexts, with positive impacts on employability, quality and the increase in the level of knowledge of those involved, both culturally, academically and professionally [6].

The goal of internationalisation is to improve the quality of higher education, make it more international, even on conditions of low academic mobility. Some European Commission programs have been introduced in Europe, which aim to raise awareness among non-member citizens of key EU sectoral policies through educational modules and special courses [7]. The deepening of international cooperation in the field of education is the main trend of today and the way to the future of the country.

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INTERNALIZATION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATION IN UKRAINE

The modern world is characterized by constant dynamism and development in the context of globalization. As a result, there is a growing need to strengthen international relations in all spheres of life for stable cooperation in solving commonly important problems. This is especially important in higher education if we consider young people as a force for progress that contributes to the establishment of sustainable global and intercultural relations.

One of the main strategies of the National Agency for Quality Assurance in Higher Education for the development of the education system in Ukraine is to "promote the integration of the higher education system into the global educational and scientific space", i.e. to apply the phenomenon of internationalization on a permanent basis [2].

In general, internationalization is defined as the process of integrating international, intercultural or global components into the purpose, function or process of higher education at the institutional and national levels [4, p. 21].

The idea and essence of this process is :

- to establish intercultural communication, development of partnerships between states, as well as between subjects (institutional and individual) of educational and scientific activities;
- to integrate the educational system into the global and European higher education and research area;
- to improve the quality of education and science research [1, p. 6].

The main perspective for Ukrainian higher education institutions, which is made possible by internationalization, is to ensure the competitiveness of universities. This is done by supporting international cooperation of universities and their participation in international programs, conferences and similar events. Thus it is possible to strengthen the scientific potential of the country as a whole.

To assess the level of internationalization, we use indicators for such processes as student and faculty international mobility, foreign publications, and lectures by foreign professors. International agreements in turn are analyzed by how effective they are in providing real opportunities for participants in the educational process for professional development [2].

Student mobility, which is the opportunity for participants in the educational process to study, teach, do internships or conduct research in another higher education institution outside the country, is an important component of the internationalization of education. This includes language and research internships, as well as studying under academic mobility programs. In Ukraine, this phenomenon is still in its infancy and the most popular program is Erasmus+. The program supports opportunities for educational and academic mobility in education and for young people. It is funded by the European Commission and provides an opportunity to study, practice, intern, teach, participate in trainings and volunteer initiatives abroad for a semester. This option is available even now during the war [3].

In the conditions of integration and internationalization, the higher education sector must correspond to global quality standards, and this is facilitated by the introduction of international accreditation of educational institutions.

In 2019 the process of recognizing foreign accreditations of educational programs began, which was approved by the Cabinet of Ministers of Ukraine along with the list of foreign higher education quality assurance agencies. Higher education institutions that have received the appropriate accreditation meet all European requirements and have confirmed their high quality of work, and have a competitive advantage. They are valued much higher at the national and international levels [2].

The dual degree program, which is the result of cooperation between Ukrainian and European higher education institutions, is also undergoing active development. The

program gives students the opportunity to obtain diplomas from European universities together with a Ukrainian certificate and they can study at both institutions simultaneously. As a result, graduates gain a broader outlook, more knowledge and a competitive advantage in the labor market.

To summarize, the internationalization of higher education opens up many new opportunities and advantages, contributes to improving the quality of educational services and strengthening international cooperation. It is also present in the Ukrainian education system, but it came much later than in other countries, so it is only at the stage of development and active development, attracting more and more young people from all over the world.

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INTERNATIONAL EDUCATION, PROSPECTS AND YOUTH DEVELOPMENT STRATEGIES

International education is a key factor for success in today's world, where the global labor market and international business relations are growing. The importance of international education is growing every year as the world becomes more interdependent and globalized.

The most important task of international education is to form young leaders who will have sufficient knowledge in the global sphere, which will further help them develop cooperation with the international community [2].

It is important to understand that the main benefits of international education are the opportunity to gain access to new technologies and innovations that can help solve global problems. There will also be an increase in the efficiency of the higher education system, achieved through the expansion of the scope and scale as a result of transnational cooperation [1].

As for the youth development strategy, it should be based on ensuring access to international education, and most importantly, to various forms of international cooperation, such as exchanges, internships, and international projects. Equally important is ensuring access to information about international education opportunities [3].

The most important element of the youth development strategy is learning foreign languages. Being bilingual or multilingual not only gives you access to new information, but is also highly valued by employers. Knowledge of different languages is a very important skill in today's labor market, as it gives you access to cooperation with different people from different regions of the world.

In addition to the above, it is also worth mentioning intercultural communication. In today's world, young people should have many opportunities to communicate with people from different countries and continents, which will help them develop adaptability,

endurance, and flexibility. After all, the world is changing rapidly and it is important for people to adapt to new conditions.

The modern world requires universal employees, meaning that a specialist should be versed not only in his or her specialty but also in some other fields of science and technology. This should be understood in order to create and develop a development strategy, because in order to acquire universal knowledge, it is worth considering interdisciplinary education.

To support international education and youth development, it is important that educational institutions and governments develop strategies that encourage and assist participants to participate in international education programs, including the provision of scholarships and other forms of financial support, and the promotion of partnerships and cooperation between institutions from different countries.

Generally speaking, international education has many benefits that will contribute to a successful and competitive future for young people in the labor market and help them to actively participate in the development of the world. The overall goal of youth development strategies should be to provide access to international education, cooperation and intercultural communication, as well as to develop international cooperation, interdisciplinary education and leadership skills with a global mindset.

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BENEFITS OF INTERNATIONAL STUDYING

Prestigious higher education is the key to a successful future. Therefore, obtaining a diploma of the European model, recognized on the international arena, is becoming more and more a priority for Ukrainian graduates [2].

Applicants most often choose Poland as their country of study. Territorial, cultural and linguistic proximity to Ukraine plays an important role, along with quality education and future prospects [2].

However, before choosing to study abroad, you should be aware of both the pros and cons of this decision [2].

Historically, international cooperation in the field of education and research has always been the core of internationalization of universities. The national governments of most countries of the world considered cooperation as a way to increase the efficiency of higher education systems in both quantitative and qualitative dimensions [3].

But what do we know about the actual «costs» and «benefits» of international cooperation? [3].

In a report entitled «Benefits and Costs of Transnational Collaborative Partnerships in Higher Education» (Benefits and Costs of Transnational Collaborative Partnerships in Higher Education), prepared for the European Commission at the end of 2018, English-language publications since 1990 were reviewed, systematized and analyzed, which relate to this issue. A total of 4,000 sources were studied [3].

Advantages of studying in another country. Quality of education:

- The European education system is based on the practical basis of learning. Students not only listen to lectures, but also do projects that help them learn the material better;
- Internship – employment opportunity. In the second and third year, practice begins, which the student must complete. The place of practice is provided by the higher education institution, and often students stay to work in the company;
- European diploma – work in the EU and the USA. In accordance with the adoption of international norms, ISCED – diplomas of Polish universities are recognized in all countries of the European Union. Thus, the graduate receives a full European diploma that does not require additional confirmation.

- The choice of university, city and country where you get your higher education is important in every person's life;
- Increasing the quantity and quality of human capital necessary for further economic growth;
- Expanding opportunities for students and teachers to participate in international exchanges and joint educational and research projects;
- A higher degree of intercultural awareness;
- Increasing the efficiency of higher education systems, achieved due to the expansion of volumes and scales as a result of transnational cooperation;
- Strengthening of institutional academic and administrative potential;
- Improving diplomatic relations between participating institutions and countries.

International cooperation in higher education has increased over the past 25 years, and empirical evidence of its benefits – or at least some of its purported benefits – is gradually emerging. On the other hand, existing studies provide very little information on the costs of international student and staff exchanges, international scientific cooperation, and joint teaching of international educational programs [3].

But even if one acknowledges the difficulty of empirically testing claims about the supposed economic and non-economic benefits and costs of international cooperation in higher education, perhaps it is worth agreeing that one of the greatest failures of international cooperation in higher education has been the failure to clearly demonstrate its cumulative advantage through rigorous empirical research [3].

Therefore, before making a decision, it is necessary to understand both the advantages and disadvantages, but based on the advantages, you should not be guided by fear – you should take steps towards your successful future now [1].

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THE ROLE OF YOUTH SLANG IN SHAPING ENGLISH LANGUAGE USE AND ATTITUDES

Proficiency in a foreign language as a native language is, first of all, the ability to easily and naturally communicate on any topic with native speakers, regardless of their gender, age, cultural and other individual characteristics. But even knowing English at a good level, sometimes you cannot understand the interlocutor due to the use of slang in a daily speech.

The purpose of the work is to review the ways how to understand the language and culture of young people by considering the features of the modern English language and studying various types of slang.

Slang refers to informal and often non-standard words, phrases, and expressions that are commonly used in casual speech and writing within a particular group or community. Slang can also be used to express a wide range of emotions, attitudes, and ideas, from humor and affection to anger and defiance. It should be noted that the use of slang in our time is becoming more widespread. The study of students' slang is closely connected with modern youth subculture, which is mainly defined by the specificity of

the educational institution, leisure, behavior, the peculiarity of fashion and tastes, popular trends in music, etc. The most extensively used sphere of using students' slang is, first of all, university campus as well as leisure places (cafes, bars, disco clubs, etc) [1].

So, in films, for example, or in songs there is a lot of youth slang and "buzz words". In this case, in English language it plays a big role, because it conveys the whole color of communication of modern young people. Moreover these jargons are understood even by those people who have never learned English in their lives, so slang words have merged into modern speech. But jargon should not be confused with slang, which is informal, colloquial language sometimes used by a group (or groups) of people. The main difference is one of register; jargon is formal language unique to a specific discipline or field, while slang is common, informal language that is more likely to be spoken than written. A lawyer discussing an "amicus curiae brief" is an example of jargon. A teen talking about "making dough" is an example of slang [2].

The differences between the areas of use and prevalence of slang for young people and students in the UK and America makes one wonder about the difference in their social environments. If we assume that slang develops most often in small groups, then it can be argued that the daily life of students on American university campuses involves them in a lifestyle associated with the daily use of slang. And British students, on the other hand, most often living with families, tend to use a more standard language. In general, it is believed that Americans gravitate much more towards the use of informal and non-traditional language than the British [3]. Clear examples of differences are the following words:

"Fancy" - in England it is whim, fantasy and any other meanings from the spectrum of "desire". For Americans it's just a cake.

"Table" - is a vivid example of how the same word can have completely opposite meanings in related languages: for the English, it is to discuss, but for Americans, on the contrary, it is to transfer discussion (postpone).

It also became popular in the modern language *Cockney rhyming slang*. It is so common in modern "British" English speech that many, without noticing it, use it daily in conversation. The basis of Cockney slang is the replacement of a word with a rhyming phrase consisting of 2 or 3 words. It works by replacing the word to be obscured with the

first word of a phrase that rhymes with that word. For instance, "face" would be replaced by "boat," because face rhymes with "boat race." Other examples of Cockney Rhyming Slang, or phrases, are: Adam and Eve = believe; Apples and pears = stairs; Ball and Chalk = walk; Tea leaf = thief [4]. Subsequently, the rhyme is omitted, and the meaning of the remaining word has nothing to do with the original.

One more new world for acronyms, abbreviations and slang words is mobile texting. It is a type of shorthand that allows users to send messages quickly and efficiently, and is characterized by the use of abbreviations, acronyms, and other non-standard forms of English. Beyond businesses and organizations, acronyms are sometimes used to describe basic actions or scenarios. MIA, for instance, is a military term that means someone is "missing in action," while "ASAP" is used to indicate "as soon as possible." In the modern age, computer and text acronyms have popped up everywhere too with phrases like IDK ("I don't know"), ROFL ("rolling on the floor laughing"), and BFF ("best friends forever"). Examples of general shorthand phrases have also become part of the English language—terms like DIY ("do it yourself"), RIP ("rest in peace"), and DOB ("date of birth"). Even people's names are sometimes abbreviated, as in the cases of JFK or MLK. [5]. Another form of online communication is emoji, which is the most convenient type of Internet slang, since with the help of many different objects or faces you can tell a story that anyone can understand.

Actually most of today's youth slang is importantly born in social networks on platforms like Facebook, Twitter, Instagram and more. The most significant contribution to this group of words was made by the Tik Tok platform, an online program for reviewing short videos. Generally the Internet has helped people from all over the world to connect with each other, allowing for the formation of "global" relationships.

It can be concluded that there are ambiguous views on the term "slang", which cause different attitudes towards it but it is difficult to deny that slang, despite its somewhat familiar and sometimes even a vulgar form, is the brightest, most emotional and most common speech style that responds to any changes in people's lives and helps them express your thoughts and feelings as deeply as possible. If we consider English slang specifically, then its area of influence extends far beyond the borders of English-speaking countries, it is rather rapidly conquering the whole world. Therefore, slang plays

a very important role in the lives of young people, as it helps them communicate with each other and facilitates the process of learning English borrowed vocabulary, thus expanding vocabulary.

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COVERAGE OF THE MAIN CULTURAL ASPECTS OF UKRAINE IN COMMUNICATION WITH FOREIGNERS

Mysterious to many, Ukraine is unfamiliar to outsiders, despite the fact that this

country is one of the largest countries in Europe [1]. Ukraine is a country with an incredible and vibrant culture that combines the cultures of different nations who have lived on its territory for many centuries [2]. Due to its culture, customs, picturesque nature and ancient cities, Ukraine has become popular not only among tourists, but also among students from all over the world.

First of all, what surprises foreigners who come to Ukraine to study or travel is that the Ukrainian people are the most hospitable in the world, hardworking and well-educated. The official language is Ukrainian, which in the world is perceived as one of the most gentle and melodic. The cultural heritage of this country fascinates foreigners so much that they begin to study Ukrainian works that reflect the essence of the Ukrainian people in the works of Taras Shevchenko, Ivan Franko and many others [3].

National clothes fascinate and immerse foreigners in the culture of the Ukrainian people, since it is embroidered shirts that have become famous throughout the world for their mysterious beauty and uniqueness. Everyone who has visited Ukraine knows well that for a Ukrainian every color and ornament on embroidery has a sacred meaning [4]. To plunge into the atmosphere of this country, tourists and foreign students should try national dishes (borsch and varenyky), take part in Ukrainian holidays and festivals, get acquainted with ancient crafts and help revive the national customs and traditions of Ukraine.

The customs and traditions of the Ukrainian people are diverse and come from the Trypillian culture of the period of Kievan Rus. Most customs and traditions are closely related to the harvest and the cycle of the year. The most important winter holiday for Ukrainians is Christmas, when Ukrainians sing carols that reflect folk traditions, the spring holiday is Easter associated with Easter eggs and Easter bread, while the summer holiday is Ivan Kupala, and the autumn - the harvest period [4].

Despite the deep culture and customs, Ukraine fascinates tourists by the fact that it contains on its territory seven wonders of the World Heritage, which include the Cathedral of St. Sophia, the ancient city of Chersonesos, the forests of the Carpathians, the Struve arc. In the country there are many of the largest Orthodox cathedrals, for example, St. Michael's Cathedral in Kyiv [5].

As a result, Ukraine is a country that will enchant foreigners with its extraordinary

beauty, warmth and hospitality from local residents, delicious food and an abundance of various holidays that await guests from other countries.

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INTERNATIONAL PROGRAMS FOR STUDYING LAW IN SWITZERLAND

Switzerland is an attractive destination for those looking to study law due to its beautiful cities, global prominence in business and finance, and the presence of numerous international organizations and banking institutions [5].

There are several options for studying law in Switzerland, including Bachelor of Law (LLB) and Master of Law (LLM) programs. LLM programs offer the opportunity to

gain targeted knowledge in one particular area of the law.

To become a lawyer in Switzerland, students must complete a three-year Bachelor of Law (LLB) degree. After completing the LLB, graduates must complete a one to two year apprenticeship with a law firm or court and pass a written and oral examination. In order to be admitted to the bar and enter practice, a subsequent two-year Master of Law is required [3].

Switzerland has nine law schools affiliated with cantonal universities, including University of Lausanne, University of Basel, University of Bern, University of Fribourg, University of Geneva, University of Lucerne, University of Neuchâtel, and University of Zurich. These courses cover areas such as international and comparative law, European law, banking and financial law, international arbitration and alternative dispute resolution. Most courses are taught in English and students do not need second-language proficiency [2].

Switzerland offers a variety of international arbitration and alternative dispute resolution law studying programs. The Graduate Institute of International and Development Studies in Geneva offers a Master's degree in International Dispute Settlement (MIDS), while the Swiss Arbitration Academy provides postgraduate degrees in association with the University of Lucerne and the University of Neuchâtel [2].

The Metaverse Dispute Resolution Colloquium is an online research-oriented forum that brings together experienced arbitration practitioners and young scholars, hosted by the Centre for International Dispute Settlement (CIDS) at the University of Geneva. Harvard Law School also offers a semester abroad program in Switzerland, which includes courses on international and comparative law, European law, banking and financial law, international arbitration and alternative dispute resolution.

Additionally, the WIPO Arbitration and Mediation Center based in Geneva provides Alternative Dispute Resolution (ADR) options for parties to resolve their disputes through mediation, arbitration or expert determination [4].

The cost of living in Switzerland is relatively high but there are plenty of career opportunities for lawyers due to the country's global prominence in business and finance. There are also many legal literature resources available such as commentaries, annotated versions of the Codes and most important laws, treatises, manuals as well as articles

published in professional journals. Additionally, some Swiss law firms have websites which can be a valuable source of information where lawyers at the firm have published law-related articles on their websites.

There are a variety of job opportunities for youth in the law sphere in Switzerland. The United Nations offers internships to graduates or those enrolled in a graduate school program, with no working experience required. These internships involve supporting the UN's mission to work for the protection of all human rights for all people and assisting those who need it [1].

Additionally, networking and exchanges between qualified youth workers from different countries are aimed at supporting the development of quality in youth work in Switzerland. IOM Bern also regularly offers internship positions (2-4 per year) that involve assisting with Swiss return counsellors and counterparts from relevant countries, as well as preparing documents related to IOM Bern activities and programs.

The International Labour Office also provides a valuable tool for the design of employment and labour market policies directed at young people through its Global Employment Trends for Youth 2022 report. Finally, the U.S. Mission in Switzerland has job openings available for those interested [1].

In conclusion, studying law in Switzerland offers many advantages such as learning in one of the most beautiful cities in the world while having an amazing opportunity to live and work in Europe. There are also plenty of career opportunities for lawyers due to Switzerland's global prominence in business and finance. Furthermore, there are many legal literature resources available such as commentaries and articles published by Swiss law firms.

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APPLICATION OF ARTIFICIAL INTELLIGENCE IN MODERN SYSTEM OF EDUCATION

Artificial intelligence has the ability to improve education, support instructors, and foster more effective customized learning. This prospect is both thrilling and a little intimidating. One must first get over science fiction fantasies of computers and robots instructing our children, replacing teachers, and eliminating the human aspect from what is basically a human activity before one can even have an educated discourse about AI in education.

Collaboration. With the support of AI, schools and instructors will be able to accomplish more than ever before in the areas of learning and teaching. To provide instructors the time and flexibility to teach understanding and adaptability - uniquely human talents where computers would struggle - AI can promote efficiency, personalisation, and simplify administrative procedures. The ideal use of artificial intelligence (AI) in education is one in which teachers and machines collaborate to get the best results for pupils. The importance of exposing students to and utilizing the technology in our educational institutions cannot be overstated since the kids of today

will need to work in a future when AI is a reality [1].

Smart content. Digital textbooks, manuals, bits of teaching, and videos are just a few examples of smart content. AI techniques may also be used to construct settings that are specifically tailored to the educational organization's strategy and objectives. Personalization in education is the next worldwide trend that can be done by identifying the areas in which AI technologies may play a role. For instance, schools can develop accompanying web-based curricula and AR/VR-based learning environments. Tools for AI Monitoring and Assessment can simplify information to accommodate various learning curves and learning styles. When a large number of students submit an inaccurate response, AI and ML-powered algorithms may pinpoint curricular gaps and assist teachers fix them by identifying the areas that can be improved [2].

Personalized learning. Deeper engagement is made possible through personalized learning that is designed for the interests, aptitudes, levels of knowledge, and capabilities of particular students. As a result, students' voices and decisions are empowered, they remain motivated, and they achieve more achievement. Because of this, one of the major trends in education today is individualized learning. Students now have a customised approach to learning programs based on their own experiences and interests thanks to artificial intelligence. Furthermore, individualized AI-based recommendations can help kids with unique needs achieve more. It's a win-win situation because AI is paying them more attention than instructors can. One of the most important developments in education has likely been the application of personalized AI, which makes learning more enjoyable, seamless, and independent of prior knowledge [3].

In conclusion, students may learn more effectively and more quickly with the aid of well-crafted formative assessments that make use of the most recent technological developments. Also essential to the process of teaching and learning are these processes. Artificial intelligence-based mini-tests may be used to create a wide range of interesting products, such as intelligent teaching, covert evaluations, games, and virtual reality. To get there, the educational system must make greater expenditures in the study and creation of innovative testing technologies that can give educators and students the resources they require.

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BARRIERS TO INTERCULTURAL DIALOGUE AND LANGUAGE

Modern world is a rapidly changing phenomenon. Each day is not the same as it was yesterday. Changes might be slight, but in combination they are always moving forward. Nowadays no one is surprised to see foreigners and foreign students in the streets of a city. However, even despite the fact that in our society modernity is being embraced – there are still some traumatizing holes in world`s foundation that are slowing down the machine of progress in the form of very low level of understanding how to communicate with a representative of another country, or how to come to a mutual understanding. Among such holes in progress are intercultural factors and barriers.

Therefore, the aim of this work is to determine the importance of problematics and barriers of intercultural dialogue and language in the modern world.

To make the first step of designation of existing intercultural factors and barriers, we need to clearly define the term of intercultural dialogue. Which is an open and respectful exchange of views between individuals and groups belonging to different

cultures that leads to a deeper understanding of the other's global perception. Therefore, we can name existing factors and barriers, which are: "anxiety, assumption of similarities, ethnocentrism, and, of course, stereotypes" [2]

Anxiety: It is not unusual to experience some discomfort when communicating with other cultures or co-cultures. Maybe we feel like we're doing or saying the wrong thing. This may make the interaction uncomfortable or may lead us to avoid the possibility of intercultural communication. Although not as harmful as ethnocentrism or stereotyping, anxiety can prevent us from establishing intercultural ties that will enrich our lives.

Assumption of similarities: Although you know otherwise, many people mistakenly believe that just being human makes everyone alike. However, as we have said, values, beliefs and attitudes can vary greatly from culture to culture. Those who believe that a person of a different cultural background, just as they do, often misinterpret or interpret, and perhaps even insult, any intercultural encounter. In intercultural communication, suppose there are differences in communication styles that you may not know about. It is important to avoid interpreting another person's behavior through their own cultural lens.

Ethnocentrism: Let me use a quick example: "Where did you start reading on this page? Top left corner. Why not bottom right corner, or top right? In English we read from left to right, from the top of the page to the bottom. But not everyone reads the same" [2]. If you read and write in Arabic or Hebrew, you will move from right to left. Neither right nor wrong, just different. Americans tend to say that people from England drive on the "wrong" side of the road, not on the "other" side. You can find it difficult to ride on the other side of the road during a visit to England, but for people in the UK, it is normal and natural. Appreciation of one's own culture can be healthy; a shared sense of community pride, for example, unites people in society. But ethnocentrism can lead to contempt or dislike for other cultures and can cause misunderstanding and conflict. Ethnocentrism suggests that our culture or joint cultivation is superior or more important than others and evaluates all other cultures against it. To end ethnocentrism, we have to accept that our views of the world, of what we think is right and wrong, normal or strange, It depends to a large extent on our cultural perspective and that our cultural perspective is not

everyone's. This ethnocentric bias has recently faced challenges in United States schools, as teachers are making efforts to create a multicultural class by incorporating books, stories and traditions from non-dominant groups.

Stereotypes: Stereotypes are simplistic ideas about groups of people. Stereotypes can be based on race, ethnicity, age, sex, sexual orientation - almost any characteristic. They can be positive, for example, all Asian students are good at math, but most often negative, for example, all overweight people are lazy. Stereotyping is a generalization that ignores individual differences. Stereotypes are often expressed on television, in films, chats and blogs, as well as in conversations with friends and family. Further research has shown that stereotypes are often used outside our understanding, making it very difficult to correct them. And when we are distracted or pressed by time, these tendencies become even more powerful. Nevertheless, it is very important to try to recognize our own stereotypical thinking. The treatment of people according to rigid stereotypes is detrimental to all aspects of the communication process and can lead to prejudice and discrimination.

All these barriers tend to cause communication problems. If the persons concerned are not aware of the potential of such problems, they are likely to become victims, although overcoming these problems and effective communication between cultures requires more than awareness. How to deal with it? Step number 1. Paraphrase. Repeat what others say to confirm your understanding. 2. Define terms. When it is your turn to speak, take the time to create common definitions of terms; and it is normal to stop the flow of meeting to do so. Using time in advance to define terms and meanings saves time and energy in the future. Be patient and plan additional time for this [3].

To summarize everything up, barriers are existing and real problem for intercultural dialogue. Many of them were created in dramatically different time periods, which explains depth of their wrongness. However, the solution is existing and it is in time. When you are taking your time, to analyze what exactly you are about to say. When you are taking some time to explore some new facts about other cultures. When you are not rushing, but taking your time to prepare for conversation. All above mentioned barriers will be destroyed, because when there is time to have a second thought, then there is a force to break down barriers[1].

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INTERCULTURAL COMMUNICATION

With the expansion of the sphere of communication, the need to establish international contacts requires not only overcoming language barriers, but also a willingness to engage in international dialogue, understanding the cultural identity of others, recognizing the legitimacy of different views of reality, and understanding social reality and culture. It is necessary to master a new conceptual picture of the world that makes this possible.

Therefore, addressing intercultural communication as the dominant reality of the modern world is an urgent task of our time, which requires clarifying a number of issues related to general theoretical aspects, namely, through the disclosure of the content of intercultural communication in the context of the dialogue of cultures.

In the studies and conceptual ideas of scientists (B. Ananiev, L. Vygotsky, A. Leontief, S. Rubinstein, V. Furmanova, etc.), important descriptions of intercultural communication include the following: intercultural communication is interaction,¹⁰²

interconnection, interaction, interaction, interaction.

- Intercultural communication is the interaction of cultures, in the course of which cultures enter into a dialogue and their actualization takes place, revealing the universality and originality of each culture as a system.

- Intercultural communication is the interaction of cultures externalized by language and linguistic content, which results in a specific image of the world [1].

Communication, as defined by S.G. Terminusova, is a process of message exchange in which there is no coordination of meanings for people who speak the same language and grew up in the same culture, but there is a constant reproduction of meanings. Thus, communication is a way of establishing contact that allows for the exchange of information and experience. Its effectiveness depends on the extent to which all participants in the process are able to truly understand each other. The presence of a common language does not mean that the interlocutors have a common understanding of the subject matter, which can lead to misunderstandings even between native speakers; A.A. Potebny's concept of the "correlation between language and thought" suggests that the act of speaking only stimulates the mental activity of the listener, not the listener's. This explains the difficulties that arise in the process of communication: it is more or less similar to the speaker's activity, the speaker's thoughts are not transmitted to the listener, and the listener's thoughts never coincide with the speaker's thoughts [2].

The concept of intercultural competence appeared in foreign science in the early 1970s, when intercultural communication became an independent scientific discipline. At the same time, at the turn of the 1970s and 1980s, the issue of overcoming ethno-cultural centrism and attitudes toward other cultures and their values became relevant. In the course of studying these issues, intercultural competence began to be viewed as "a set of analytical and strategic competencies that expand the range of interpretations of an individual in the process of interpersonal interaction with representatives of different cultures." By the mid-1980s, Western scholars had determined that intercultural competence could be developed through the knowledge gained in the process of intercultural communication. developed the idea that intercultural competence could be acquired through the knowledge gained in the process of intercultural communication. This knowledge has been divided into "specific knowledge", i.e. information about

traditional aspects of a particular culture, and "general knowledge", which includes the possession of communication skills such as tolerance, empathic listening and knowledge of universal cultural universals.[3] Regardless of this division, however, success in intercultural communication has always been linked to the degree of mastery of both types of knowledge [4].

The most important component of language competence is linguistic literacy. In fact, a conversation consisting of illiteracy and incorrect pronunciation can create the impression of a low level of education of the subject and make the interlocutor doubt of his or her competence. Conversely, the brightness and accessibility of language, wit, use of proverbs and aphorisms, literary expressions, etc. ensure that the subject of communication is highly competent.

Thus, in order to achieve their life and professional goals, people need to develop intercultural communicative competence, adequately recognize and interpret different cultural values, consciously overcome the boundaries that separate cultures, identify commonalities and similarities between other cultures, view different cultural phenomena and people from other cultures with empathy, correlate existing ethno-cultural stereotypes with own experience and draw appropriate conclusions, modify or change his/her assessment of other cultures as he/she expands skills and experience in intercultural communication, change self-esteem as a result of understanding other cultures and abandoning unfounded stereotypes and prejudices.

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USE OF FOREIGN LANGUAGE IN THE ECONOMIC CYBERNETICS

Nowadays a foreign language is the key to a successful life. Everybody wants to get a higher education, to study a foreign language along with extracurricular subjects, to get a high salary, to learn a foreign language and so on. A foreign language occupies a large part of our everyday life from travelling and watching movies in the original to communicating with our friends from abroad. Therefore, it is not surprising that a foreign language has become an important instrument in our professional sphere of life. The following facts can be considered as proofs of this.

The most important evidence of this can be the notion that foreign companies offer work in this speciality. So, according to statistics, most analytical companies in Ukraine are not domestic, but they accept our people because they have their branches here and our analysts are considered quite professional but this field of economic sciences began to develop in our country not so long ago, and it is surprising with its success. The next proof of foreign language importance, namely English as the most widespread in the world, is the cooperation of domestic companies with foreign ones, because communication is carried out in English and employees must understand both general conversations and documentation and concepts. Based on this, it can be considered that English is very necessary for developing companies in the field of business precisely for communication with partners which shows that a foreign language in this speciality is a significant feature. The third proof of the phenomenon of the using of a foreign language in cybernetics is the software of most programs for analysts because in almost all cases the programs for analysis, calculations or creating reports are in a foreign language and there are no Ukrainian analogues or they are in russian, which is unacceptable nowadays in the period war with russia. The last but no least proof of the importance of a foreign language in this speciality is the fact that a person without knowledge of a foreign language will simply not be hired as an analyst. Because a person who learns an additional

language, firstly, develops and is promising, secondly, such a person is more creative.

All the above evidences are positive for the development of people working in the field of economic cybernetics. Let us consider the unpleasant aspects that the use of a foreign language can bring in this area.

Only one shameful factor is the consequence of the processes of globalization i.e. the removal of borders between one and other. Using the example of our war, we can observe that as a result of the great popularization of the Russian language, we have such a difficult situation as it is now.

According to experts and analysts, giving priority to English-speaking countries of the world in choosing a higher education institution reflects the growing acceptance of the English language as a global language, and may also be related to the study of English as a foreign language in the native country and the desire to improve one's language skills by immersing oneself in the language environment. Similar motives, together with the desire to learn the necessary field of activity in a new country and to master the skills of applying new technologies in the field, as well as to improve practical work skills, are indicated by students who go on internships abroad.

If we discuss this issue at the state level, we can follow the trend of our state's development in the world economic arena and a strong economy requires a strong base. In order for us to be able to meet all the standards of the European Union we must study and widely use a foreign language for our own good and the formation of a stable economic sphere.

To conclude, it can be said that the use of a foreign language in economic cybernetics is part of the task of workers in this field. We can consider it at all levels, and we will still see a steady trend in the development of foreign languages in all areas of our lives, and especially in cybernetic as the newest branch of the economy, which is so important for the economic development of our country in general.

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PRACTICE OF GAME TECHNOLOGIES USING WHILE TEACHING ENGLISH AT UNIVERSITY

The article describes Interactive Teaching and Interactive Learning approaches to a foreign language communicative competence formation, ensuing transformation of the roles and dispositions of the educational process resulting to the enrichment of classroom methodological practices.

It is stated that the up-to-date communicative paradigm relates to the ability to teach and to learn and that there exists an accord and interrelation between the communicative and the professional components while preparing students at university [1, p.142]. There is a difference between *Interactive teaching* as a regime and a style, demonstrated and made a practice of a teacher, *Interactive learning* also made a practice of a student. The interactive teaching of a foreign language creates for a teacher the special conditions for constructing, self-realization and self-development. It is reached by intensive socializing and communicating information to an audience in the innovative, emotionally colored form as it is the case while using game technologies [2].

Under game technologies we understand a complex of means and techniques in the teaching process organization when the situations close to real ones are modelled. They have enormous instructive and educational potential expressed in numerous functions. While using game technologies, both an emotional response and a practical action related to making decisions take place. Applying them in the full-time form of studies helps to increase students' motivation, also to gain qualitative changes in education. Thus, the

prerequisites for greater independence and competitiveness of students are created [3].

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PHRASEOLOGICAL UNITS WITH THE NUMERICAL COMPONENT IN MODERN ENGLISH

Phraseological units with numerical components are a fascinating aspect of the English language that has been studied extensively by linguists. These units are commonly used in everyday conversation, and their meaning can be difficult to decipher for non-native speakers. In this paper, I will explore the characteristics of phraseological units with numerical components in modern English and their usage in different contexts.

A phraseological unit is a group of words that function as a single unit, with a

meaning that is not necessarily derived from the meanings of the individual words. These units are often idiomatic and have a fixed form that is used repeatedly in the language. The addition of a numerical component to these units is a common feature in modern English.

Examples of phraseological units with numerical components include "the big three," "the five senses," "the seven deadly sins," and "the ten commandments[1]." These units are often used to refer to a specific group of items, concepts, or ideas, and their numerical component serves as a mnemonic device that aids in memorization.

Phraseological units with numerical components in modern English share several characteristics. Firstly, they are often used to convey a specific meaning that cannot be easily deduced from the individual words that make up the unit. For example, the phrase "the big three" is often used to refer to the three largest or most influential entities in a particular field, such as the automotive industry.

Secondly, these units often have a fixed form that is used repeatedly in the language. This means that the specific wording of the unit is important, and any deviation from this form can alter its meaning. For example, changing the wording of the phrase "the five senses" to "the five bodily functions" would result in a completely different meaning [2].

Thirdly, phraseological units with numerical components often serve as mnemonic devices that aid in memorization. By associating a specific numerical value with a particular concept, these units make it easier for individuals to remember important information. For example, the phrase "the twelve months of the year" serves as a reminder of the months in a year, while "the four seasons" reminds us of the different seasons experienced throughout the year.

Phraseological units with numerical components are commonly used in modern English in a variety of contexts. They are often used in academic and scientific fields to refer to specific concepts or groups of entities. For example, in chemistry, the phrase "the periodic table of elements" is used to refer to the table that organizes the chemical elements based on their atomic structure.

In addition, these units are also frequently used in everyday conversation to refer to common concepts or ideas. For example, the phrase "the three Rs" is often used to refer

to the basic skills of reading, writing, and arithmetic. Similarly, the phrase "the seven wonders of the world" is used to refer to the most impressive architectural and engineering achievements of the ancient world [4].

Here are some examples of phraseological units with numerical components in modern English [3]:

1. *One for the road* - a final drink before leaving a bar or party;
2. *Two heads are better than one* - collaboration can lead to better results;
3. *Third time's a charm* - success is more likely on the third attempt;
4. *Four corners of the earth* - all parts of the world;
5. *Five-finger discount* – stealing;
6. *Eight ball* - a predicament or difficult situation;
7. *Cloud nine* - a state of euphoria or extreme happiness;
8. *Perfect ten* - the highest possible score or rating;
9. *Eleven o'clock number* - a show-stopping song or performance in a musical;
10. *Baker's dozen* - 13 items instead of the usual 12;
11. *Lucky thirteen* - a superstitious belief that the number 13 is lucky;
12. *Catch-22* - a dilemma with no satisfactory solution;
13. *The whole nine yards* - this phrase is used to describe giving or doing everything possible.

Phraseological units with numerical components are a fascinating aspect of the English language that is used extensively in both academic and everyday contexts. These units have a fixed form and a specific meaning that is not easily deduced from the individual words that make up the unit. They also serve as mnemonic devices that aid in memorization and are used to refer to specific concepts or groups of entities. As such, a deeper understanding of these units is essential for anyone seeking to fully comprehend the nuances of the English language.

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TRANSLATOR'S MAIN CAPABILITIES

The question of correct and accurate translation is always relevant in our fast-developing world, which is closely linked with each other. In this case, the work of an interpreter becomes very important for understanding different people in different areas. On this basis, there is a growing question about the skills and capabilities of the translator to achieve a clear and accurate translation.

The term translation itself is often a description of the work of the translator. Here we need to refer to such words. Our common use of the term translation is something like George Steiner's simple 'the transfer of meaning between languages' (1998, p 287), or 'the action or process of turning from one language into another' (OED, second edition, 1989) [2, c.4]

The work of a translator consists not only of the translation itself, but also of the correct interpretation, as it is not always possible to make an accurate translation, but it is almost always possible to find an equivalent. With regard to the main skills of the translator, we can underline such as direct translation, interpretation, preparation of correct interpretation of the text according to the lexical, spelling, logical requirements of the native language.

It is also possible to distinguish such skills, which are mentioned in the Victoria

Saharna work. The main tips for improving the accuracy of translation are: the high level of knowledge of the language, the compulsory knowledge of the translator of all terms relating to a specific technical field of translation, qualification not only in linguistics, but also in technical disciplines, the style of the original document must be maintained with a high-quality technical translation, translation of values into a more understandable format, maintenance of knowledge and skills in an appropriate condition, practice and improvement of skills [1, c.304].

It is necessary to mention the ability of the translator to use different methods of translation, to achieve a positive result in translation. Such methods may include: direct translation techniques, borrowing, calque, literal translation, indirect translation techniques, transposition, modulation, reformulation.

At the end of your translation, you should always proofread the texts yourself first and then ask a second translator to proofread your work as well. Ideally, ask other translators who have experience in the field. This way, all the mistakes that you did not notice will be corrected[3]

You can also distinguish such general skills that help with the work of an interpreter. We speak in particular about the skills of critical thinking, the ability to adapt quickly, knowledge of the features of modern terminology.

So, we can see that the skills that a translator should have are quite extensive, and not just translation. There is also a need for additional skills.

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ACADEMIC MOBILITY AND INTERNATIONALIZATION OF THE LEARNING PROCESS

Internationalization and quality of higher education are catalysts for student mobility. The modern world has become open for new opportunities more than ever before. Borders between countries and corresponding cultural, language, socioeconomic barriers for international mobility have also become increasingly formal [1].

On all continents, education has emerged as a crucial element that unifies many nations. Additionally, it concerns not just sociocultural, linguistic, or even civilizational features, but rather new economic systems and international markets for products, services, and labor. Internationalization has changed recently from being a marginal and secondary idea to becoming a global, strategic, and vital element in higher education and the broader context of its development globally. and the larger global environment in which it has developed [2].

Communication between countries about the "internationalization" of higher education is quite complex. Different observers have different phenomena in mind when they come across this topic. Views on the most important issues of internationalization change over time. Many available analyses indicate that the dominant understanding of "internationalization of higher education" has changed significantly in recent decades. Internationalization covers systems that seek to achieve specific goals and objectives and improve the quality of higher education and science. But the internationalization of education is a multifaceted concept. Internationalization of education is one of the factors

in the formation of the global higher education space and is classified as external (international academic mobility) and internal (implementation of world standards, internationalization of training courses, intercultural programs) [3].

As a result, the country should not limit itself to its educational program. Foreign language training makes a significant contribution to positive changes. Also in the current world, the foreign language education paradigm affects both an individual's achievement and the prosperity of the nation.

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THE PECULIARITIES OF TRANSLATING THE TITLES OF AMERICAN FILMS INTO THE UKRAINIAN LANGUAGE

With the increasing importance of translations in the film industry, there has been

a growing demand for qualified specialists in this field. With the development of cinema, the work on translations has increased significantly and the number of real specialists in this field has remained virtually the same. The accuracy of a film's title plays a crucial role in both artistic evaluation and commercial advertising, and can significantly impact the success of the film project. A precise translation of a film's title effectively conveys the movie's content and generates audience interest, ultimately leading to greater box office revenue. As global cultural exchanges continue to thrive, cinema has become an increasingly important medium for cultural exchange and a valuable tool for foreign language learning and understanding.

Since 2004, Ukraine has been increasingly focused on the West. As a result, the demand for American and English-language films has risen significantly. However, because of the distinct cultural traditions, contexts, idioms and ways of thinking that distinguish the American and Eastern European worlds, accurately translating movie titles has become more important than ever before. Not only must the translation convey the essence of the film's story, but it must also effectively capture the audience's attention and interest, a challenge that requires a translator with a keen understanding of the nuances of both languages [1].

The primary objective of this article is to comprehensively investigate and analyze the intricate process of translating English-language films into the Ukrainian language.

Sometimes adapted titles may seem logical, as in the case of “The Bucket List,” which was released in Ukraine under the title “*Доки не склеїв ласті*” (Until I Glued the Fins). This translation reflects the idea of the film - to do everything dreamed of before death.

The film “Life After Beth” literally translates to “*Життя після Бет*” in Ukrainian, which does not reveal much to the audience. However, a translation with the substitution of “Якщо твоя дівчина - зомбі” (If your girlfriend is a zombie) hints at certain details of the plot. On the one hand, it improves the understanding of the genre, and on the other hand, it gives an idea of what will happen in the movie.

The translation of the film “I Feel Pretty” as “*Красуня на всю голову*” (A beauty to the whole head) captures the essence of the film, which explores the relationship between confidence and self-perception. This film offers a powerful message about the

importance of self-belief and the ways in which our thoughts and attitudes can shape our experiences. By challenging the conventional standards of beauty and encouraging viewers to embrace their own unique qualities, “I Feel Pretty” promotes a message of self-acceptance and empowerment. Overall, the translation of the film's title into Ukrainian as “*Красуня на всю голову*” effectively conveys the film's themes and resonates with audiences who appreciate its uplifting and inspiring message. Also, changing the title in this way conveys that the film is a comedy genre.

Another example of successful adaptation is the Ukrainian title “*Форсаж*” (Forsage) for the film “The Fast and the Furious”. Reading this title makes it clear that the film is about racing, speed, and probably fast sports cars [2].

However, at the same time, it is important to acknowledge that there is a formidable challenge in successfully adapting foreign works of art to a local audience. While some adaptations achieve their intended purpose, there are instances where the translation fails to capture the essence of the original work. One such example is the French film “Intouchables”, which was released in Ukraine under the title “*1+1*”. The original title was meant to convey the idea of two main characters as untouchable, to some extent alienated from the world around them. While the original title was able to capture the plot and the drama of the film, the Ukrainian adaptation fails to do so and instead evokes associations with a local television channel.

The film “Ride Like a Girl” was translated into Ukrainian as “*Перегони на мільйон*” (Million-Dollar Races). In the movie, the ambitious Michelle proved that a girl can be a jockey and won the Melbourne Cup, which is why Ukrainian distributors appreciated these races as worth a million"[3].

At the same time, the movie “About Time” (*Про час*), which explores the intricate relationship between time and love, was translated into Ukrainian as “*Коханий з майбутнього*” (Lover from the future), highlighting the central theme of the film - the power of love to transcend time.

In conclusion, while the task of adapting foreign works of art to a local audience is not an easy one, it is crucial to ensure that the essence of the original work is not lost in translation. Otherwise, audiences might be left with an incomplete or distorted understanding of the work, missing out on the rich cultural exchange that such adaptations

aim to foster. As global cultural exchanges continue to thrive, cinema has become an increasingly important medium for cultural exchange and a valuable tool for foreign language learning and understanding.

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DIFFERENCES BETWEEN UKRAINIAN AND FOREIGN UNIVERSITIES

In order to obtain a quality education and a future career, school gradulators have to choose a higher education institution every year. In addition, for studying according to European standards, many applicants also desire to learn another language, travel, and make new friends abroad [2]. But, what are the main differences between Ukrainian and foreign higher education? Is it necessary to choose a foreign education if you have such possibility or should you enter your motherland's university?

Primarily, students in Ukraine are given preference in their native educational environment, as being surrounded by people of their own nationality and language is

easier for them. If it also comes to tuition fees, then Ukrainian higher education will be the best option for everyone, since the prices in Ukrainian universities are much lower than foreign ones. This confirms the demand for Ukrainian education among foreigners. For example, educational institutions' prices in USA variate between 30 and 70 thousand dollars per year. By the way, accommodation shouldn't also be forgotten. Dormitory rooms can be quite expensive, ranging from \$700 to \$900 per month. This is not including the cost of food and insurance, which is another \$1000 [3].

And, of course, it should be mentioned that it is possible to get higher education in Ukraine for free, having passed your exams well and having got a budget place at the university [1].

At the same time, in order to stay on a budget form of education, you need to have high academic success, as well as a great desire to learn and master the profession, so it is not so easy as it can be considered.

But, despite all the disadvantages, foreign universities have a huge number of benefits, which Ukrainian universities, unfortunately, don't have, since choosing foreign education is often based on the idea that it will provide us with a higher level of education than what we can get in Ukraine.

European and American educational programs are superior to ours in quality and quantity, and the specialties available abroad are much more diverse. Studying abroad will give you the advantage of studying in a different language environment, which, firstly, facilitates adaptation to further employment abroad, and, secondly, will help you learn a foreign language faster, so the difficulties you may encounter while staying in another language environment will only benefit you [1].

Accommodation quality is also one of the greatest benefits of foreign education despite its high cost. It is so important for a person to have warm, satisfactory sanitary and domestic conditions, as well as personal space for self-development in studies, sports and creativity, so that he can concentrate on his studies and not get distracted by everyday obstacles. The technical equipment of universities is usually adequately stocked and in good working order. Computers, projectors, sound amplifiers, techniques and equipment for practical and laboratory research are all available unlike Ukrainian universities' equipment, which is often absent or rarely comes in good quality [1].

One of the biggest problems of Ukrainian higher education institutions is the relationships between students and teachers. No matter how sad it may sound, but more often than not, students don't need a teacher, and teachers, in turn, don't need students, since they have completely different goals. Students are often interested in diploma obtaining only, and teachers, in their case, are interested in career growing and salary earning. Therefore, it makes teachers and students to be separated from each other, which can lead to a low quality of the educational process [2].

Moreover, many teachers are irresponsible about their work, doing it for show. Foreign teachers, in turn, has absolutely another approach of conducting with their students. They try to strike up a conversation to everyone and pay enough attention to each student.

In spite of the cheapness and budgetary efficiency of Ukrainian education the phenomenon of corruption can't also be ignored. It should be considered as the main disadvantage of Ukrainian education, since there are still some universities in our country where the loyalty and evaluation of teachers must be payed the same as the quality of educational services provided [1].

Also an important issue of Ukrainian educational institutions is the limitation in the use of technologies and gadgets that are sometimes necessary for using nowadays. Existing in the era of technologies, it is still significantly limited or categorically prohibited to use these endless sources of information in most Ukrainian universities even in studying goals. Access to Wi-Fi is still limited in some universities too. Unlike Ukrainian universities, foreign universities have free access to Wi-Fi and its implementation is not limited, but rather welcomed, which is an integral part of the educational process. [2]

From the foregoing, it can be concluded that both the foreign and Ukrainian higher education systems have both their pluses and minuses, but in the case of European and other countries of the world, there is a more responsible approach to education. I believe that the Ukrainian system of higher education, despite the presence of a significant number of advantages, has something to strive for.

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INTERCULTURAL DIALOGUE AND LANGUAGE AS IMPORTANT COMPONENTS IN MEDIA

Culture is a combination of traditions, values, historical background, and other features that form the identity of each nationality. Intercultural communication refers to communication that takes place between individuals who have significant cultural differences in their communicative competence, which can significantly affect the success or failure of the communicative act. It is important to note that the participants use special language options and discursive strategies during direct contact that are different from those they use when communicating within the same culture [2].

At the present stage of society's development, in the context of globalization, the dialogue of cultures and the problem of intercultural communication are extremely urgent [3]. One simple way to share cultural characteristics that may connect people with different experiences is through conversation in one language. Language is an essential means of transmitting these cultural aspects from generation to generation. At the same time, it reflects history and cultural heritage. Language is significant for intercultural

dialogue and understanding different cultures.

A key aspect of intercultural dialogue is respect for cultural differences and diversity, which helps to develop mutual understanding and tolerance.

It is worth noting that language literacy is the most important language competence. This is because poorly constructed language and errors in pronunciation can create the impression of a low culture level for the speaker and can call into question the partner's competence. On the other hand, the brightness and accessibility of language, wit, use of proverbs and sayings, and winged literary expressions provide a higher level of competence [3]. The media works in much the same way. If the media understands the specifics of intercultural communication, it can be effective at the level of many countries and build a positive reputation at the international level. Texts in intercultural communication should also take into account the cultural features of the social environment for a better understanding of the needs of the target audience and to take into account its national mentality [1].

In conclusion, intercultural dialogue and language are crucial components in media, especially in the context of globalization. Effective intercultural communication requires respect for cultural differences and diversity, language literacy, and a better understanding of the cultural features of the social environment. By embracing and promoting these components in media, we can build mutual understanding, tolerance, and positive relationships between different cultures, ultimately contributing to a more harmonious global community.

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**PRACTISE-ORIENTED APPROACH
TO FOREIGN LANGUAGES TEACHING**

The interactive approach to formation of foreign language communicative competence resulting in the enrichment of the popular methodic practices is discussed in the paper. According to the “National Strategy of Development of Education in Ukraine” [1, p.132], the efforts of scientific-pedagogical staff are to be aimed at the competences of a person as a labor force in the future, subject to further development. It deals with the professional qualities and the values of the students, of their abilities to find common language with colleagues, suppliers, partners, customers, and other agents of influence, to carry out specific assignments and to attain professional goals [1, 2]. In addition, it emphasizes the unity and interconnection of the communicative and the professional components while preparing the staff.

The practice-oriented approach is considered within the framework of the reforms in higher education. It is more than the formation of the set of competences which are necessary for future professional activities. It means the development and upbringing of the personality of a student in interaction with a teacher [3]. The base for the renewal of the education content at university are to become the appropriate models of professional activities, the qualification norms developed for the experts in some fields, also and employers’ requirements. The issue of increasing students’ motivation to study means, besides other forms, the application of role games at all the stages of a foreign language teaching. The three stages of the practice-oriented approach implementation are proposed. At each of those stages it is expedient to use role (business) games which improve the effectiveness of the studying process and raises the level of trust between a teacher and a student [4].

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PROSPECTS OF DEVELOPMENT AND PECULIARITIES OF THE FUNCTUONING OF ACADEMIC MOBILITY PROGRAMS FOR UKRAINIAN STUDENTS IN THE EUROPEAN UNIVERSITIES

One of the most effective methods of developing an international experience for students is to join a student exchange or academic mobility programs for a semester or two. Such programs help students be multilingual individuals with intercultural competencies and develop lasting friendships in other countries contributing to world peace. The relevance of this topic is due to the fact that in the current situation in Ukraine, young people are looking for opportunities to continue receiving quality education, more and more European universities are opening various programs on special conditions.

The war in Ukraine will have consequences for the global educational space.

Undoubtedly, this will mean a redistribution of student flows between countries and continents, in general changing the structure of both the total number of students and the number of foreign students. European countries have created very hospitable and favorable conditions for Ukrainian youth. In most countries students are admitted free of charge even to private educational institutions. Ukrainian students and scholars are supported both at the level of the country and at the level of individual educational institutions [8].

The most popular student exchange program in Europe is Erasmus+. The Erasmus+ programme is currently proving as a useful tool to support Ukrainian students and University faculty and staff. Now The Erasmus+ programme channel funding to Ukrainian students to grant them Erasmus scholarships using external policy funds from heading 6 of the Erasmus+ budget that comes from the Neighbourhood, Development and International Cooperation Instrument – Global Europe [11].

Some European universities pledged to enrol students, reduce tuition fees or even lift those entirely. According to this source ix German universities have volunteered to assist incoming Ukrainian students in one way or another. In Poland Ukrainian students will be able to continue their education in Polish universities, while academic teachers and professors can be employed at higher education institutions in Poland. In France the French government has launched a support fund of €1 million to help Ukrainian artists and arts professionals. In addition, the ministry offered an additional amount of €300,000 for Ukrainian students to enroll at colleges and organisations of the French Ministry of Culture. In Sweden Swedish universities like Stockholm University Johanna Wiklund were working to allocate the funding needed to increase SAR placements. There are some more countries: Denmark, Ireland, Iceland, Finland, Slovenia, Romania, Slovakia, Czech Republic. And and this site also presents statistics of Ukrainian Nationals Studying Abroad [10].

After conducting a survey among students, it became clear that most of them are aware of the existence of such programs. Most of them find them useful and have either used this opportunity or would like to use it in the near future.

In order to make the functioning of such programs useful for Ukraine, it is necessary to: ensure comprehensive cooperation with the Ministry of Education and Science, develop narrowly focused programs that would be aimed at the post-war

reconstruction of the country (urban studies, economics, politics, architecture), make it part of the state program and increase the number not private scholarships and initiatives, but at the level of official cooperation between countries.

As a result, it is important to note that the existence and development of academic mobility programs will help in the post-war reconstruction of Ukraine, will continue to develop globalization and intercultural dialogue, and the high demand of Ukrainian students in obtaining alternative or additional education abroad will only grow.

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CULTURAL ASPECT IN TRANSLATION

Culture generally reflects the attitude towards other cultures, people, events and the whole world alongside the way in which attitudes are mediated. In other words, culture points to a set of values and beliefs generally shared by specific social groups and to the stance adopted by text producers and receivers, including translated texts during the process of mediation [1]. In the same way, cultural aspects play a critical role in translation as they can greatly affect the meaning and interpretation of a text. Translating a text from one language to another often involves transferring cultural references, idioms, and expressions, which may not have an equivalent in the target language.

Cultural differences between the source and target languages can significantly impact the quality of the translated message. It is essential to understand the cultural background of the source and target languages to ensure the translated message's accuracy. Cultural adaptation is a crucial factor in translation as it involves adapting the message to fit the target audience's cultural background. However, cultural adaptation can

be challenging, as it requires a deep understanding of the cultural nuances of both languages

The cultural significance is apparent when converting text from its use in one geographical location to another where ostensibly the people speak the same language. They may have the same language, but the culture may be distinct. That means they will probably have distinctive words and phrases that are unique to them, even if the syntax and grammar rules are the same. Take the English language, for example. American English is distinctively different from U.K. English and anyone who is translating say French or Spanish into English must be aware of which English is [2].

Overall, considering cultural aspects in translation is essential to ensure that the translated text is accurate, appropriate, and effective in conveying the intended message to the target audience.

There are several challenges associated with the cultural aspect of translation. Language limitations can be a significant challenge as some languages may not have a direct translation for certain words or phrases. Time constraints can also be a challenge, as cultural adaptation can be time-consuming. Subjectivity and personal biases can also be a challenge, as translators may have their cultural biases that can impact the final translated product's accuracy.

For example, a phrase in English such as "having a ball" is often used to mean "having a great time". This phrase is a cultural reference that may not have an equivalent in another language, and its meaning may need to be explained or translated differently.

Another important aspect of cultural translation is to consider the cultural context of the target audience. Translators must be aware of cultural norms, values, and beliefs that may impact the way a text is received. For instance, humor, sarcasm, or irony may be misinterpreted if the target audience has different cultural references.

Additionally, cultural sensitivities must also be taken into account in translation. For example, certain terms or expressions that are acceptable in one culture may be considered offensive in another. Translators must be cautious in translating such texts and should either find alternative expressions or provide appropriate explanations.

In conclusion, cultural aspect is a fundamental consideration in translation, and requires careful attention to the historical and social context, tone and style, localization,

and collaborative process to ensure a successful translation that accurately conveys the intended meaning and cultural nuances of the original text.

As Goethe observes: "There are two principles of translation. The translator can bring to his fellow countrymen a true and clear picture of the foreign author and foreign circumstances, keeping strictly to the original; but he can also treat the foreign work as a writer treats his material, altering it after his own tastes and convictions, so that it is brought closer to his fellow countrymen, who can then accept it as if it were an original work" [3].

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INNOVATIVE TEACHING AIDS: INNOVATIONS IN MODERN EDUCATION

The current socio-economic situation in our country requires radical changes in all spheres of social life, including education. The development of the system of higher and secondary education requires research and implementation of modern technologies and new methods of teaching children and adolescents from pedagogical science and practice.

The development of innovations depends on the extent to which the social and psychological environment requires new ideas. The continued existence of innovations is connected with the transition to the phase of stable functioning [2].

Thus, educational innovation is the process of creating, implementing and spreading new ideas, new tools, new teaching methods and new management techniques in educational practice. The word "innovation" has a multifaceted meaning and includes two forms: a real idea and a real process of its implementation [3].

The innovative orientation of the teacher's work is determined by: a) novelty, to determine the level of modernity; b) optimality, which contributes to the achievement of the highest results in the shortest period of time; c) effectiveness and efficiency, which means good stability of the results of the teacher's work; d) the possibility of creative use in folk experience, which determines the suitability of proven experience for large-scale application in educational institutions [1].

Innovative learning tools are critical to today's education because they can help improve the learning experience for students, promote active participation, and improve information retention. Here are some innovative teaching aids currently being used in modern education:

1. Virtual reality and augmented reality. Virtual reality and augmented reality technologies are changing the way students learn by providing immersive and interactive learning. Through virtual reality, students can explore historical sites, conduct science experiments, and even participate in modeling complex concepts. Augmented reality, on the other hand, enhances the learning environment by overlaying digital content on real-world objects.

2. Gamification. This means using game design elements in non-game contexts, such as education, to engage and motivate learners. Gamification can take the form of learning games, quizzes, and tasks that provide students with immediate feedback and a sense of achievement and progress.

3. Interactive board. Interactive boards are becoming increasingly popular in the classroom because they allow teachers to present content in a dynamic and engaging way. These boards can display multimedia content, interactive quizzes, and allow students to collaborate and interact with the content presented.

4. 3D printing. 3D printing technology can change the way students learn by allowing them to create physical objects from digital models. This technology can be used in science, technology, and art classes to create models and prototypes that help students visualize and understand complex concepts.

5. Mobile devices. Mobile devices such as smartphones and tablets can be used for learning in and out of the classroom. Learners can access educational programs, multimedia content, and interactive quizzes on their mobile devices, which can help improve learning and increase engagement.

With the constant and systematic use of innovative technologies in research, in various disciplines, a qualitatively new level is formed in the culture of intellectual work. Pupils and students learn to plan their work, to implement it intelligently, to clearly connect the previous work plan with the actual implementation process [4].

In conclusion, it is important to say that innovative teaching aids are changing the way students learn by providing an interactive and engaging learning process. As technology continues to evolve, educators must understand new innovations and incorporate them into teaching methods to help students reach their full potential.

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INNOVATIVE LEARNING TOOLS: NEW IN THE WORLD EDUCATION

The world constantly continues to develop in order to improve the quality of the process of receiving and transmitting information, work, communication, and the most modern innovative tools are used in education.

Innovation in global education is the introduction of something new or a new idea, method or device that will help improve the educational process and its results.

Innovation is an innovation, any positive change that has a self-sustainable value, introduced into activities to increase the efficiency of any production process, competitiveness and economic efficiency of production. The concept of "innovation" includes four key components: creativity, strategy, implementation, profitability. Creativity is the ability to generate new ideas. The strategy is to find out the novelty and usefulness of the idea from the point of view of the development of the enterprise. Implementation is the transition from a new and useful idea to its implementation in the form of concrete products and services [4].

The development and distribution of computer technologies and "smart" devices, the ever greater availability of data, while reducing costs - all this has become a possible consequence of technological development over the past forty years, the next few decades these trends will remain relevant and continue to develop.

Introducing 3D modeling, as one of the innovative technologies that can convey material in a visual and more effective way, immersing a student or schoolchild in a certain environment is one of the most effective methods.

Education provides a huge array of opportunities to engage students through game-based learning. The group of us developed a digital learning experience aimed at helping students develop greater information literacy, which in turn would help with critical thinking, collaboration and understanding of cyberculture. This would be achieved by having students solve puzzle-like challenges related to techniques for identifying and

evaluating reliable information, all in a virtual environment [2].

Innovation and technical application directly depends on the work of teachers and their use of those innovative technologies, because they will use all technological innovations in education.

It is essential to keep an eye on the best aspects of video games, virtual worlds, additional media and technology to help inform distinctive learning experiences.[2]

For student-centred learning to be successful, educators must embrace a flexible teaching style and be receptive to adapting to the needs and interests of their students. This might involve modifying teaching materials, reconfiguring the learning environment or adjusting the pedagogical strategies used [3].

Today's technological revolution is an entirely different beast from the industrial revolution. The pace of change is exponentially faster and far wider in scope. As Stanford University academic Jerry Kaplan writes in *Humans Need Not Apply*: today, automation is "blind to the color of your collar." It doesn't matter whether you're a factory worker, a financial advisor or a professional flute-player: automation is coming for you [1].

A conclusion can be drawn from all this innovation is the ability to change the course of the future. In education, new opportunities for conveying information will always be a priority. Innovation is creating new solutions to existing problems or seeing existing problems in new ways, with the help of innovations, the creation of new solutions for improving education will continue.

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SOFT SKILLS AS A COMPONENT OF PROFESSIONAL COMPETENCE OF MODERN LAWYERS

Every aspect of working in the legal field requires a lawyer not only to have knowledge and skills, but also a specific set of soft skills, sometimes referred to as "human factors" skills. These skills include complex problem solving, communication, cognitive and organizational skills, and emotional intelligence. Each of these aspects plays an important role in the work of a lawyer and can have a significant impact on the success of his career [2; 4].

Communication skills are one of the key aspects of soft skills that are essential for success in the legal profession. Lawyers must communicate with clients, government agencies, colleagues and the court, and effective communication with each of them is a key factor in their success in their work. In addition, communication skills help the lawyer present his arguments convincingly and logically, convincing the court and the client of the correctness of his position [2].

Critical thinking is another important aspect of soft skills that are required to work in the legal profession. It helps a lawyer to analyze and evaluate information, to quickly find solutions based on facts, not on emotions. A lawyer with a high level of critical thinking

can quickly identify the strengths and weaknesses of a situation, which helps him better understand his clients and represent them effectively [1].

Emotional intelligence is another key aspect of the soft skills required to succeed in the legal profession. Lawyers often deal with emotionally charged situations, and the ability to manage one's emotions and those of a client is a necessary feature [2].

Thus, well-developed soft skills, including communication, cognitive, organizational, interpersonal, managerial and leadership skills, can make a lawyer more competent and effective in their work. They can help a lawyer not only better understand their clients, but also build more productive relationships with colleagues, manage projects, and manage their legal careers [3].

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SIGNIFICANCE OF INTERCULTURAL DIALOGUE AND LANGUAGE AT VARIOUS TIMES

The aim of this work is to explain the essence and concept of intercultural dialogue, its use at separate times and to research the use of intercultural dialogue and language in modern realities.

Our cultural environment is changing quickly and becoming more diversified. Cultural diversity is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalization, the growing interdependence between all world regions and the advances of information and communication media [1, 3].

Generally speaking, the goal of intercultural dialogue is to learn to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging. Intercultural dialogue can also be a tool for conflict prevention and resolution [1, 4].

If we return to the scientific definition of this term, “intercultural dialogue” is a dialogue between culturally different human groups and communities, aimed at mutual understanding, prevention of conflicts. More individuals are living in a “multicultural” normality and must manage their own multiple cultural affiliations [1, 4].

Dialogue between cultures, the oldest mode of conversation and negotiations, is an antidote to misunderstanding and violence. In my opinion, such professions as sailors, merchants and political figures were a clear example of intercultural dialogue in the Middle Ages. They traveled to different countries and had contact with other nations. But travelers could face such a problem as a language barrier. It is mainly occurred in the youngest centuries, when language learning was not sufficiently accessible, or impossible at all. «Discussions are inevitably doomed to fail if the participants of the dialogue lack the answers or the lexicon to speak on various topics in a balanced, while maintaining a friendly level of relations». This statement could refer to different political ideologies and negotiations between different countries, states, and empires [3, 4, 5].

But if we talk about modern people their mainstream is to be a bilingual or better person. Nowadays intercultural dialogue based on English. Because is a language of all international business, meetings, events, and you may also face it in your studies. We

have a truly clear example of intercultural dialogue now, when our students and people migrate to other places, seeking safety in countries not only in Europe, but also in various African, Asian, and American continents. And there is a clear expression of other cultures and traditions. But thanks to the latest teaching technologies, the Internet, and the presence of various representatives of the nation in one country, Ukrainians, and not only they, are able to communicate correctly and enter an intercultural dialogue with different people [2, 5].

It can be concluded that communication between people of different cultures is considered intercultural dialogue. At all times language and international communication had one goal: agreement. But they could differ in their ideas, for example, political, scientific, or cognitive. Every communication had some kind of impact. If we talk about political aspects, they are more global, for example, processes in foreign policy, which could bring great changes for society, people, and history. Cognitive communication between a group of people is less extensive and affects individuals. But as we said, if there will be a language barrier between them, people simply will not be able to find the right communication and understand each other. And all this can be avoided thanks to the study of different cultures and languages.

In this way, we revealed the main ideas and essence of intercultural dialogue and language, determined the significance and aspects of international communication in the world, and the reasons for the popularization of intercultural dialogue and foreign languages today.

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THE PROBLEMS OF TRANSLATING “FALSE FRIENDS”

Translator's "false friends" or cross-language homonyms are pairs of words or phrases from different languages or dialects that look very similar or sound the same, but have very different meanings. "False friends" often confuse or burden language learning and organize mistakes in the translation of the text. "False friends" have a similar morpheme composition, but differ in their semantics and that is why they contribute to errors in translation, which can very easily be made by inexperienced, illiterate translators [1, 145]. The term "false friends" was first borrowed by French linguists M. Kessler and J. Derocchini in 1928. In French linguistics, they were characterized as "faux amis du traducteur" - "false friends of the translator." This term was used in English, as well as in Ukrainian and Russian linguistics. In a broad sense, "false friends" is an expression of psycholinguistic mixing of languages, that is, interference. Historically, "false friends" are the result of the mixing of languages, the interaction of languages, or it is the result of a fortuitous coincidence of circumstances. The total or total number of "false friends" and the role of each of the available sources in their occurrence is different for each particular pair of languages, depending on their historical connections or genetic connections. The translator's "false friends" include internationalisms, lexicalized plural forms, and

paronyms [3].

For example:

Example:

- English resin ("resin, gum, slime, rosin") and Ukrainian резина (English rubber).
- Russian опыт ("experiment", "experience") and Ukrainian опит (Russian опрос).
- Russian час ("hour") and Ukrainian час (Russian: время).
- German Gift ("poison") and English gift ("gift, giftedness, talent").
- fr. perron ("platform, porch") and Ukrainian platform (fr. quai).

A translator who does not understand and orient himself in a foreign language can greatly distort the meaning and content of the original text due to his inattention in the presence of several common meanings, words of different languages that have the same sound form, leading to the mechanical transfer and other meanings of the native language to a foreign word almost completely devoid of such meaning. The problem of "false friends" should be investigated and considered in practical and theoretical aspects. The practical aspect consists in the correct translation of the translator's "false friends" to improve quality and clear communication, which requires studying the results of the translation process as well as the rules of their application. The theoretical aspect consists in the study of the phenomenon of cross-language homonyms within the framework of linguistics, as well as methods of language study and teaching. Analyzing the specialized literature, we come to the conclusion that the most common mistakes and difficulties that arise when translating "false friends":

1. Instead of language complexes, translation of only separated parts.
2. Misunderstanding of the original.
3. Similar form of loanwords or international words of the original language and the translation language and a variety in their semantic structures.
4. Literalism.
5. The translator's belief in the static nature of language [3, 120].

In order to reduce the likelihood of false translation, it is necessary to find the right way of translation from the very beginning. As a rule, most complex texts in which you can meet "false friends" are translated using various methods, but one of them is the main one and determines the nature of the relationship between the original and the translated

text. The main method of translation forms translation units, indicates the conditions for dividing the original text and the choice of translation methods. It is recommended to use the following rules for choosing a method translation :

- 1) partial translation;
- 2) selective translation;
- 3) functional translation;
- 4) full translation;
- 5) literal translation;
- 6) semantic translation;
- 7) communicative and pragmatic.

The consequence of inattentive and unprofessional translation of "false friends" can be groundless tracing, a change in the structure of the word we are translating, stylistic inadequacy, violation of the norms of lexical correlation. In order to avoid such translation errors, it is necessary to remember that a word can have various meanings and during translation, you need to correctly choose one correct meaning that best fits the context of the sentence or text. When choosing a certain meaning, you need to take into account the general meaning of the sentence, as well as the genre, style, ideas of the text being translated. [2, 125]

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BENEFITS OF INTERNATIONAL STUDYING

Education is an integral part of everyone's life, as the Universal Declaration of Human Rights also confirms. Why is it so important to get a good education? Education provides people with knowledge and information, to discover potential, to learn new things, to be literate and moral. Education is a necessary means to realize his or her other rights. And above all, education gives a person a chance to improve his/her quality of life, to find a good job and status in society. It should also be remembered that people with a good quality education are valued more than people with neither experience nor knowledge.

Every country has its own education system, namely schools, colleges, universities, further education associations and companies/schools dealing with a wider range of education. But also, thanks to the development of the education system over the years, educational institutions have come to a system of international education. This can include exchanges of pupils and students, as well as special programmes for the education of foreigners and special courses.

And now we can look at the pros and cons of international education.

The main advantages of a foreign education include:

1. Education. Another reason the students might consider studying abroad is for the chance to experience different styles of education. By enrolling in a study abroad program, the students will have the chance to see a side of the students' major that the students may not have been exposed to at home. The students will find that completely immersing yourself in the education system of the students' host country is a great way to really experience and understand the people, its traditions, and its culture. Education is the centerpiece of any study abroad trip – it is, after all, a study abroad program—and choosing the right school is a very important factor.

2. Great attention to practice. Foreign HEIs are different in that they pay a lot of

attention to internships, planned practice, and team assignments. In addition, the subjects are taught by experts who have dedicated their lives to a particular area. That is, the student gets the opportunity to learn effective algorithms, advice and subtleties of the profession from the teachers.

3. *Makes the students more employable.* Graduates who've chosen to study abroad are highly sought after by employers. Pursuing a degree abroad signals employers that the students have courage, flexibility, cultural awareness and an understanding of how other people work and think. This experience puts the students ahead of the pack when it comes to internships and job applications [1].

4. *From learning a language to living a language.* Studies have shown that immersion is the best way to become fluent in another language and understand a new culture. Since the students will be interacting with English language speakers every day, it would be easier to grasp the language in relevant cultural context.

5. *Brings the students international exposure.* Studying abroad helps the students learn new approaches to handle different situations, manage time between the students' studies and part-time jobs, experience international methods of instructing and deal with a cosmopolitan crowd. This in turn also helps to increase the students' acumen on the subject and life, in general.

6. *The students gain a global perspective.* Students who study abroad develop a well-informed mindset and wider perspective towards other cultures and people. Whether the students are studying science, politics or finance, being able to think from a multinational perspective will help the students face modern challenges and come up with innovative solutions in future. The students will graduate with a richer set of experiences that will allow the students to think more openly and creatively. As the students learn to view the world through different lenses, the students will also learn new things about the students' own country and culture [2].

7. *Grants, scholarships.* Foreign universities provide opportunities for students such as grants and scholarships. Students from different countries can apply for both full funding from the university and partial funding. Also, for international students, the government itself provides funding, or payments of grants and scholarships.

8. *An experience of a lifetime.* The students' study abroad experience doesn't end

at the campus gates. During weekends and holidays, the students will have the chance to travel to tourist hotspots or get off the beaten track in the students' chosen country. That means the students will be able to experience geographies different that from India and come back with interesting stories for the students' friends and family. The students never know the students might end up finding an activity that the students enjoy doing and make a career in it [3].

9. Make lifelong friends. One of the biggest benefits of studying abroad is the opportunity to meet new lifelong friends from different backgrounds. While studying abroad, the students will attend school and live with students from the students' host country. This gives the students the opportunity to really get to know and create lasting relationships with the students' fellow students.

After the study abroad program ends, make an effort stay in contact with the students' international friends. In addition to rewarding personal relationships, these friends can also be important networking tools later down the road.

10. Personal development. There is nothing quite like being on the students' own in a foreign country. The students might find that studying abroad really brings out the students' independent nature. Students who study abroad become explorers of their new nation and really discover the curiosity and excitement that they harbor.

A benefit to studying abroad is the opportunity to discover yourself while gaining an understanding of a different culture. Being in a new place by can be overwhelming at times, and it tests the students' ability to adapt to diverse situations while being able to problem solve.

11. Research activities. Foreign universities are actively engaged in research and have a huge number of research centers, laboratories, libraries, record libraries and lecture halls rich in various literature. Thanks to this, students have the opportunity to conduct their own scientific experiments and research and gain invaluable knowledge.

12. Internationally recognized certificates. International diplomas are highly valued around the world and give their holders unlimited opportunities for further successful employment [4].

To conclude, studying abroad the students can experience new places and cultures, make friends from around the world, and gain a global perspective—while earning credits

towards the student's degree. It will allow the students to develop highly-valued skills such as intercultural communication, foreign languages, adaptability, and problem-solving.

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THE IMPORTANCE OF COLLOCATIONS AND THEIR USE IN ENGLISH

Collocations are an important aspect of English. Their use is an essential part of professional speech. The success of the dialogue depends on the correctness of our speech and the correct use of words.

Collocation is 'a predictable combination of words' for example we can say *heavy rain* but not *strong rain* because it does not sound right. Likewise, we can say *do exercise* but not *make exercise*. Collocations can be made up of any kinds of words such as verbs,

nouns, adverbs and adjectives. There are no rules for collocations, they are just combinations of words that we can become familiar with and then use correctly [3].

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are: adverb + adjective: *completely satisfied* (NOT *downright satisfied*); adjective + noun: *excruciating pain* (NOT *excruciating joy*); noun + noun: *a surge of anger* (NOT *a rush of anger*); noun + verb: *lion's roar* (NOT *lion's shout*); verb + noun: *commit suicide* (NOT *undertake suicide*); verb + expression with preposition: *burst into tears* (NOT *blow up in tears*); verb + adverb: *wave frantically* (NOT *wave feverishly*) [2].

Here are some reasons why collocations are important: 1) They make your language more natural and idiomatic. Collocations are an essential part of fluent and natural speech, and using them correctly can make you sound more like a native speaker; 2) They improve your understanding of the language. Learning collocations helps you to understand how words are used in context, and how they combine with other words to create meaning; 3) They make your writing more accurate and effective. Using collocations correctly in your writing can help you to convey your ideas more clearly and precisely; 4) They help you to avoid common errors. If you use words together that do not typically go together, it can sound awkward and confusing to native speakers.

Collocations are an especially tricky aspect of learning English. Here are some common collocation problems and how to avoid them: 1) Translating directly from your native language: Sometimes learners try to translate directly from their native language, which can result in unnatural collocations. To avoid this problem, it is important to learn collocations in context and to practice using them in sentences rather than just memorizing them as individual words; 2) Using words in the wrong order: the order of words in a collocation is important. For example, *take a decision* is not a correct collocation, whereas *make a decision* is. To avoid this problem, make sure you learn the correct order of words in common collocations; 3) Using inappropriate words: sometimes learners try to use words that don't typically go together in English, resulting in awkward or confusing phrases. For example, *do a noise* is not a correct collocation, whereas *make a noise* is. To avoid this problem, it is important to learn common collocations and how they are used in context; 4) Using incorrect prepositions: collocations often require

specific prepositions to convey the intended meaning. For example, *interested in* is a correct collocation, whereas *interested to* is not. To avoid this problem, make sure you learn the correct prepositions that are used with common collocations; 5) Using outdated or uncommon collocations: the English language is constantly evolving, and some collocations may become outdated or less commonly used over time. To avoid this problem, it is important to keep up with current usage and to learn collocations that are commonly used in spoken and written English.

As a result, it is important to say that enrichment of the mental lexicon with ready-made combinations ensures perfect communication in all its manifestations: reading, speaking, writing, listening. Skillful handling of collocations gives speech naturalness, spontaneity and literacy [1]. They are essential in achieving a natural and fluent communication style that reflects a deeper understanding of the language.

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INNOVATIONS IN THE FIELD OF EDUCATION AND INNOVATIVE SOLUTIONS FOR COMFORTABLE LEARNING

Education is an ever-evolving field and has undergone significant changes in recent years. Technological progress, innovative teaching methods and changing needs of students have contributed to the development of new approaches to learning. Innovative ways of learning have transformed traditional learning methods, allowing people to learn through interactive and engaging methods that suit individual learning styles and preferences, revolutionizing the world of education and creating a more diverse and inclusive approach to learning.

The integration of technology has revolutionized the way we learn, from online learning platforms and digital textbooks to virtual reality simulations and gamification. This has made education more accessible, personalized and interesting, allowing students to study at their own pace (as needed) and in a format that is more to their liking.

In turn, the global pandemic accelerated the introduction of new technologies and teaching methods, because it was necessary to find and implement such a way to continue learning in schools and universities in order not to violate the prohibitions, distance learning directly helped in this. Among the main platforms that allowed this method to be implemented, the following can be distinguished:

- Zoom is a popular video conferencing platform widely used for distance learning. According to a Forbes article, the number of Zoom members has grown dramatically from 10 million in December 2019 to 300 million in April 2020. Zoom provides features such as screen sharing, breakout rooms, and virtual whiteboards, making it a versatile distance learning platform [2].

- Google Classroom is a free platform that allows teachers to create and manage online courses. According to a blog post on the Google for Education website, Google Classroom has been in use since the pandemic began. The platform also integrates with other Google tools, making it easier for students to collaborate on group projects and for teachers to provide feedback on individual assignments [3].

- Coursera offers courses from leading universities and institutions. According to their website, they have over 4,000 courses and specializations available. The program offers video lectures, tests, and assignments, and students can interact with peers through

discussion forums and group projects [4].

Although now the trend towards distance learning has decreased (it is worth noting that distance learning is currently the main method of obtaining education in Ukraine due to the existing danger), but the latest technologies and developments continue to expand and improve. For example, Beanstack, an edtech platform, encourages children to read through gamification, making it easy to create and promote reading challenges for their communities. It motivates people to meet their reading goals by tracking when, how much, and what they read. To do this, the company has developed several tools, including a reading platform and mobile application, reading templates and recommendations for various books. Another recent introduction in 2023 is the A30, a multifunctional classroom tool that enhances the learning experience by combining a document camera, webcam, microphone and speaker from AVer Information Inc. With simple plug-n-play connectivity, the A30 connects to computers, IFPs and monitors to deliver clear classroom sound up to 20 feet away.

Another innovative way of learning is the use of interactive simulations and virtual environments. This technology made it possible to reproduce real scenarios and immerse students in a safe and controlled environment. For example, medical students can practice surgery in a virtual environment, engineering students can model the design and testing of new products, and language learners can participate in virtual conversations with native speakers. These simulations provide hands-on experience and allow students to learn from their mistakes without any real or dangerous consequences.

And this is only the tip of the iceberg, because such training programs are increasing every day, they really changed the traditional teaching method, making it more accessible, attractive and inclusive. These new approaches to education cater to individual learning styles and preferences, providing a personalized and adaptive learning experience. In addition, innovative learning methods promote global collaboration and communication, allowing students to interact with peers and faculty from around the world and gain diverse perspectives. Online learning has made education more accessible and allowed students from all backgrounds to learn and acquire new skills. And this once again confirms that our society can adapt to any conditions and invent new methods and ways for a continuous process of development, not only in the field of education, but in

general anywhere.

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SUBTLETIES OF TRANSLATION OF BUSINESS CORRESPONDENCE

Today, the business sphere in Ukraine is developing rapidly, so one of the most popular and useful types of translation is the translation of business correspondence. With the advent of e-mail, the exchange of correspondence between people of different cultures and languages ceased to be something unattainable. Currently, thanks to the expansion of public international contacts, the internationalization of economic activity, the unification of record-keeping systems, as well as the formation of new types of information transmission (Internet, fax, SMS, MMS), the volume of business language and new forms of business communication has significantly increased. The relevance of the research

topic is determined by the growing role of business communication at the current stage of development of society as a whole. The activity of a business person cannot be imagined without working with documents. Economists have estimated that some categories of workers spend from 30 to 70% of their working time on drafting and working with official documents [1].

Moreover, business correspondence covers various spheres of human activity and is the basis for the existence of such spheres of activity as diplomacy, commerce, as well as international economic, scientific and cultural cooperation. The main feature of the language of business correspondence is the accuracy and clarity of the presentation of the material with an almost complete absence of emotional elements. Like other language styles, this style has a certain communicative purpose and its own system of interrelated linguistic and stylistic means. The main purpose of this type of communication is to define the terms that bind the two parties and to reach an agreement between the two parties. The most general function of the style of official documents determines the features of the style. The most striking feature is a special system of clichés, terms and established expressions, by which each substyle is easily recognized [4, 95]. Example,

We inform you that ...; We would like to inform you...; We consider it necessary to inform that...; We are pleased to inform you that...; We are pleased to announce that...; Unfortunately, we have to inform you that ...; Let me inform you that...; We inform you that ...; Thank you for your letter of March 15...; In response to your request...; After our meeting last week...; To...; We regret to inform you that...[3, 85].

In the language of official documents, terms and professionalisms are widely used in accordance with the subject matter and content of official documents. First of all, these are economic, diplomatic and legal terms (export, contract, commercial offer, demand). The use of clerical, reproducible lexical and phraseological units that correspond to frequent situations and generally accepted concepts is also characteristic.

Business correspondence has many abbreviations, this applies to the names of companies and people based on a certain action or attitude, for example: manufacturer, manager, designer, consumer. This also applies to complex prepositions expressing certain standards of content, such as: as a result of, in view of, in connection with. Business language is determined by the use of neologisms, namely, words and phrases

that were created to denote a new subject or phenomenon [2, 45]. It is important to emphasize that the translation of the business regulatory framework is a special type of translation that requires the translator not only to have perfect knowledge of foreign languages, but also to know business style. The translator must know business terminology well, because one wrongly translated term can lead to fatal consequences, to the breakdown of business relations and misunderstanding of the document. It can be concluded that phrases and words can carry both semantic and emotional load. The result of further effective cooperation and negotiations depends on the accurate transfer of intonations.

It should also not be forgotten that an important element of the translation of official business documents and letters is the observance of complete confidentiality, because the customer expects that the documents and information he entrusts to the translator will not fall into the wrong hands. Therefore, in order to obtain an adequate translation of an official business document, the translator must comply with such basic requirements as accuracy (all provisions of the original must be specified in the translation); brevity (all provisions of the original must be concise and concise); clarity (brevity and brevity should not distort the understanding of vocabulary); and literacy (the translated text must comply with generally accepted norms of the literary language, without using the syntactic constructions of the original language).

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PROBLEM OF ‘INTERACTIVE’ STUDENT’

A pedagogical message in its general interpretation is not interactive if it does not change anything in the experience of a recipient. Under experience we mean the potential to determine a personality as an ever-changing arsenal of productive accumulations rather than the statical elements of knowledge or the access to it. In other words, interactive learning is built on a student’s readiness to ‘change himself’ to attain his better image, or to self-develop [1].

Besides, the interactive approach is aimed to solve an objective to overcome a student’s subtraction in class. It does not assume the student not to take part in discussions even if there are a lot of students in a group, and all of them have different levels of preparation. The involvement here acts as a key requirement to the organization of the pedagogical process [2]. Therefore, it should be mentioned the differentiation of the regimes of students’ involvement to mutual activities in the process of study, which exists in English-speaking countries, as follows:

- *engagement* (means being involved in certain activity and deepening into the solving of one or several assignments);
- *entertainment* (as a rule, suggests the creation of some conditions to ensure positive emotional background or emotional relaxation of the students);
- *involvement* (dealing with the actualization of some personality contents aimed to be self-realized within the collective work, also aimed at the achieving of the collective result) [3, p.24].

We distinguish interactive learning as a regime and style of teaching practiced₁₅₁

by Teacher (Interactive Teaching), also as a regime and style of learning practiced by Student (Interactive Learning). The latter presumes the active process of studying and taking a lot of effort.

The interactive approach to education requires the creation of pedagogical conditions for independent individual or collective search of correct conclusions and solutions by students. It relates to the development of relevant teaching materials and so-called 'content-management'. The concept comprises the management of textbooks, guidance and right information flows, status-role management, and time-management [3].

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THE IMPORTANCE OF INTERCULTURAL DIALOGUE FOR A PR SPECIALIST

The problem of intercultural communication is one of the most common in modern science. The extremely fast pace of life, constant information overload cause changes in

the formation of intercultural competence. At the present stage of society's development in the context of globalization dialogue of cultures, the problem of intercultural communication is extremely relevant [1]. In particular, in the work of PR specialists also.

The multifaceted nature of intercultural dialogue is emphasized by the fact that there are a large number of definitions of this concept. To further elucidate the problem, it is necessary to define the term "intercultural dialogue" itself. The Council of Europe, for example, has adopted the following definition: intercultural dialogue is an open and respectful exchange of views between people, groups with different ethnic, cultural, religious and linguistic backgrounds on the basis of mutual understanding and respect [4]. The process of forming civilizations has been going on for centuries, and their development has long been accompanied by interaction between different cultures. Historical facts confirm that in most cases the basis for the development of dialogue between cultures is based on the following factors: historical commonality with other nations and cultures; common economic interests; political strategies; religion, etc. That is, a certain basis is important for the success of the dialogue, which is expressed in the commonality of the characteristics of the participating cultures, on the basis of which the so-called "points of contact" are formed. The more "points of contact" the cultures have, the higher the likelihood of reaching mutual understanding. And yet, dialogue also occurs between cultures that have no common ground. In such cases, it is based on the forced need to establish relationships, which is the main "point of contact." [2]. The specificity of a PR specialist's work is to find the most profitable "touch points". This is necessary to create loyal conditions for interaction with the target audience.

A multicultural PR strategy is a good way to connect with a multicultural audience and increase brand loyalty. Brands and agencies need to immerse themselves in the audience and understand them, not just answer basic questions about how they think. Communicators must understand why their message should be of interest to the audience. Why should their audience care about the message [3]? It is this "why?" that can help PR professionals. When we begin to understand our cultural audience, we must dive deep into that culture and find as many "intersection points" of that culture with our brand as possible.

As a result, it becomes obvious that this approach in the work of a PR specialist helps to

combat prejudice and stereotypical thinking, facilitates building loyal relationships with the audience and prevents conflicts. Intercultural dialogue makes it easier to learn all the subtleties of the culture of other nations and helps to choose the most appropriate way to interact with them.

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LANGUAGE AND INTERCULTURAL DIALOGUE

Language is the most important means of communication between people, a means of expressing and transmitting thoughts, feelings, and expressions of will. Knowing one's native language is the first sign of an educated person. How pleasant it is to communicate with a person who correctly expresses his thoughts, using all the rich shades of his native language.

Now there is a tendency to study many foreign languages so that people can communicate with each other in any country. In my opinion, this is the right decision, because it is embarrassing to be in a country where you don't understand the language. By studying English or German, French or Spanish, you get to know the culture of these

countries, better understand the feelings and desires of different peoples.

Nowadays, foreign languages play a big role: we live in such a time when relations with different countries and peoples are developing more and more widely. Regardless of what profession we will choose after graduation, in what area we will work, knowledge of at least one foreign language is necessary.

The influence and power of language is meaningful to cultural and ethnic group members. Language is not only used as a means of communication, but also as a marker of the speaker's cultural identity.

Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of a global human perception [3].

Intercultural communication takes place when interacting participants present different languages of communication. Differences may occur in verbal and body language communication, for instance, eye contact, gestures, touch, pauses, turn-taking or use of time. They are potential sources of clashes or conflicts in intercultural communication. In a case of an intercultural communication clash, feelings of confusion, tension, embarrassment and frustration may arise [1].

In the context of the study and based on the conceptual ideas of scientists, we highlight the following key provisions of intercultural communication:

- intercultural communication is the interaction of culture created in a certain spaces and times where culture is considered as a generic concept, cultural contacts acquire different forms that find their expression in touch, relationship, synthesis, complementarity and dialogue;

- intercultural communication is the interaction of cultures, during which they enter into a dialogue, their actualization takes place, as a result of which universal human features of a certain culture are revealed.;

- intercultural communication is the interaction of cultures that receives its exteriorization through language and verbal content, which forms a specific picture of the world [2].

In today's conditions, more than ever, intercultural dialogue is relevant for everyday life. Intercultural dialogue should be based on fundamental principles such as respect for

human rights, building democracy, observing the spirit and the letter of the law, equality (ethnic, racial, gender), dignity, mutual respect and mutual partnership.

Therefore, language plays an important role in our life. With the help of language we can think and communicate, without it we cannot exist. People should not only love and respect the language, but also protect it. I believe that if you know a language, it allows you to trace the history of an entire nation.

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LINGUISTIC ASPECTS OF TRANSLATION

Translation is the process of transferring meaning from one language to another. This process involves a variety of linguistic aspects that require not only knowledge of languages, but also cultural understanding and creative skills. In this text, we will explore some of the linguistic aspects of translation, including challenges and strategies used by translators.

One of the most significant challenges in translation is the transfer of meaning from one language to another. Translators must not only be proficient in the languages they are

working with, but also have a deep understanding of the cultural nuances that underlie language use. This requires an understanding of the grammar, vocabulary, and syntax of both the source and target languages. Translators must also be able to interpret cultural references and idioms used in the text and convey them effectively in the target language [1].

Another challenge of translation is the preservation of style and tone. Translators must maintain the author's style and tone in the target language while ensuring that the translated text is natural and fluent. This requires an understanding of the different registers and styles of the source and target languages, as well as the ability to adapt the style and tone of the original text to suit the target audience [2].

Translators also face the challenge of dealing with ambiguity and multiple meanings. Words and phrases often have multiple meanings in different contexts, and translators must be able to interpret them correctly and convey them effectively in the target language. This requires careful analysis of the context in which the word or phrase is used, as well as an understanding of the cultural and historical factors that may influence its meaning [3].

To overcome these challenges, translators use a variety of strategies, including literal translation, paraphrasing, and cultural adaptation. Literal translation involves translating words and phrases directly from the source language to the target language. Paraphrasing involves expressing the meaning of the text in different words, while cultural adaptation involves modifying the text to suit the target culture, taking into account differences in language use, values, and beliefs [4].

In conclusion, translation is a complex process that requires not only linguistic knowledge, but also cultural understanding and creative skills. Translators face numerous challenges in transferring meaning from one language to another, but they can overcome these challenges by using a variety of strategies. Successful translation requires a deep understanding of both the source and target languages, as well as an ability to adapt the original text to suit the target audience [5].

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TRAVELLING AND ITS ADVANTAGES FOR SELF DEVELOPMENT AND SELF EDUCATION

Why does travel contribute to self-development and self-education? Today I will try to answer this question.

I think that travel is a must for humans, because humans are social creatures and we always need to be in contact with other people. You learn to communicate with new people, it helps you develop your communication skills, because there are a lot of people who don't like to communicate with people. Also communicating with other people in other countries gives us a lot of advantages. When communicating with people from other countries, we improve our knowledge of foreign languages, their use. Also, when

communicating, we learn the mentality of other people, the way of communication. [3]
One of the most important benefits of traveling is learning history, lifestyle, and learning about people in other countries. When you come to other countries, looking at the buildings that were built there, we understand how people lived in those days, what was going on then, just listening to their music, eating their food, looking at their art, we learn their culture. It all develops a person, he sees something new, not what he is used to seeing all his life. [2]

Traveling around the world a person gets out of his comfort zone. Many people are comfortable with their everyday life and do not want to change anything, but if you start traveling, once you leave your comfort zone you start to develop your thinking, you become more stress resistant, you start to develop critical thinking, because in a different environment you often feel uncomfortable, and during this you develop the ability to adapt quickly in a new environment. [1]

It happens that a person may have a preconceived notion about a place he or she has not been to. It can be a personal imagination or feedback from friends. But often this opinion is wrong. When you get there, you see it for real, and you realize that you imagined it differently. It teaches us not to jump to conclusions until we see the truth. It also shows that often others' opinions are not the same as ours, and we should not take others' opinions as our own.

When traveling, being in an unusual environment, it very often happens that a person discovers his hidden talents that he did not know before. This happens because a person usually does things that he is used to doing in his everyday life, and he changes practically nothing, but when he is in a different environment, he does absolutely different things for his own adaptation, and very often he learns something new about himself. [1]

A person often gets used to his job and doesn't want to change it, it's the same comfort zone. But there are times when a person needs to move and change the circle of communication. In a different environment a person can develop more than before, he opens up new opportunities, and he begins to develop more than before. Traveling gives a great perspective in your life. [1]

Traveling helps a lot mentally. When you come to a new country, start exploring it, you get emotions, you dilute your routine and you get good memories that can help

you cope with your difficulties in life, and help in your development. [3]

Similarly, a person may not know that the climate in his environment does not suit him, but when he travels, he begins to compare where he feels best and where he feels worst. And by choosing the environment where he feels most comfortable, he begins to feel much better, and begins to reveal his maximum potential.

Traveling helps you with your organization. Before you go somewhere you choose where you will go or fly, you choose the company that will transport you, you choose where you will live when you arrive, you also look and decide where you would like to go in that location, what food you would like to try. Planning your trip is very important because you decide in advance what you are going to do, and you will not waste precious time on the trip. Once you plan your trip, it will be much easier to plan everything in your everyday life, which will help you to set specific goals, and don't waste time. [2]

Traveling can be an incredible source of self-development and self-education. It allows you to learn, grow and develop as a person. They can help you gain new perspectives, limitless knowledge about other people's experiences and different cultures. Traveling gives you the opportunity to change your thoughts and impressions and overcome your fears. In short, traveling can change a person's life for the better. Whether it's gaining new knowledge or building inner constancy, traveling is definitely a great way to improve yourself.

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INTERCULTURAL DIALOGUE AND LANGUAGE

Intercultural Dialogue refers to the exchange of ideas, values, and beliefs between individuals or groups from different cultural backgrounds. Language plays a crucial role in facilitating this exchange as it provides a means of communication.

Intercultural Dialogue is becoming increasingly important in today's globalized world where people from diverse backgrounds interact more frequently. Such interactions can lead to greater understanding and appreciation of different cultures, and can help to build bridges between communities, reduce prejudice and discrimination, and promote peace and harmony [3].

Language is a powerful tool for promoting intercultural dialogue. It allows individuals to express their thoughts, feelings, and beliefs, and to understand and learn from others. Language also helps to convey cultural values and traditions, and to build rapport and trust between individuals from different cultures [1].

However, language barriers can pose a challenge to intercultural dialogue, as individuals may not be able to understand or communicate effectively with each other. This can lead to misunderstandings, miscommunication, and even conflict. To address these challenges, it is important to encourage language learning and to promote the use of common or bridge languages that can facilitate intercultural communication.

Practical Strategies for Promoting Intercultural Dialogue and Language Learning:

Encouraging multilingualism: Encouraging individuals to learn multiple languages can help to break down language barriers and foster intercultural dialogue.

Cultural Exchange Programs: Organizing cultural exchange programs where individuals from different cultural backgrounds can interact, exchange ideas and learn from each other can help to promote intercultural dialogue.

Language Classes and Workshops: Offering language classes and workshops for individuals from different cultural backgrounds can help to facilitate communication and

promote intercultural understanding.

Promoting cross-cultural communication in the workplace: Encouraging cross-cultural communication in the workplace through diversity and inclusion programs can help to foster intercultural dialogue and build bridges between employees from different cultural backgrounds.

Intercultural Festivals and Celebrations: Organizing intercultural festivals and celebrations where individuals from different cultural backgrounds can share their traditions and cultural heritage can help to promote intercultural understanding and appreciation [2].

With the increasing globalization and technological advancements, the future of intercultural dialogue and language will continue to evolve. Technology has already made it easier to communicate and interact with people from different cultures, and the trend is expected to continue. For example, the widespread use of translation software and instant messaging apps has made it easier for people to communicate in different languages, breaking down language barriers.

Moreover, the rise of remote work and virtual interactions is expected to further increase cross-cultural interactions and the need for intercultural dialogue. This means that the demand for language learning and multilingual individuals will continue to grow in the future.

Gathering the above points together, Intercultural Dialogue is vital for promoting understanding and cooperation between individuals and communities from diverse cultural backgrounds. Language plays a critical role in facilitating this exchange and helps to overcome cultural barriers and build bridges between cultures. Encouraging language learning and promoting the use of common or bridge languages can help to further facilitate intercultural dialogue and foster greater understanding and appreciation of different cultures.

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INTERNATIONAL EDUCATION, PROSPECTS AND YOUTH DEVELOPMENT STRATEGIES

We live in a world that is becoming more globalized and internationalized every day: people communicate and study, work together, even being born in completely different parts of our planet, having different traditions and habits. One of the key aspects of the development of the individual and, accordingly, society is International Education (IE). So, in this essay, we will talk about the prospects and strategies for the development of international education from the point of view of a student of a Ukrainian university.

Why is it important to cover the topic of improving international education? First, the Russo-Ukrainian war has obviously slowed down the development of international education, both for international students who chose a safe life instead of education, and for Ukrainian students who were unable or unwilling to leave the country. In general, studying in a foreign Higher Education Institution provides access to more knowledge, since each country has its own characteristics in the educational approach, methods and programs. Also, as noted earlier, IE contributes to a deeper understanding of the world through the study of different cultures, languages and traditions, and the result is an improvement in cultural competence.

So, about development strategies. To my mind, the first and most important aspect of the development of IE is the practice of online learning (video lectures, text materials and comments on them, contacts with teachers for consultation, etc.). Online learning saves students time and resources, as it is possible to study at home without overpaying for living in another country, which gives students more opportunities to study, and

teachers, in turn, can teach people from anywhere in the world.

The global pandemic in general and the Russian-Ukrainian war 2022 in particular have shown that it is possible to conduct high-quality training in an online format (webinars, online lectures, training platforms). There are already similar practices in universities around the world (Bachelor's, master's and doctoral online programs), but this is still not a very common method.

It will be honest to note the disadvantage of this strategy, which was personally tested by students of Ukrainian higher educational institutions – the lack of personal, live contact of the teacher with the student, and more importantly - with other students. A study by S. Babushko in the work "virtual educational space in the educational environment of a modern Higher Education Institution" shows that 53% of Ukrainian students faced the problem of lack of live contact with classmates [2]. And some students complained about their lack of self – organization and discipline, but in my opinion, if a person wants to study, he or she will do it, if not, then no format of training will be useful for him/her.

The second strategy is based on the development of international cooperation between universities and other educational institutions. This can be achieved through cooperation in the field of research work, development of educational programs and projects, exchange programs for students and teachers. This will not only improve the quality of education, but also allow teachers and students to develop cross-cultural tolerance, competence, and a deeper understanding of the world.

An equally important result of the strategy of IE cooperation is to improve the rating of the educational institution and increase the value of the received diploma and most importantly knowledges. This is also stated in work "Academic mobility in the higher education space: realities, challenges and Development Prospects" by Andrushchenko V. and Sviridenko D.: "Indeed, a future specialist in the global labor market will have an additional "value" in terms of social capital, if he has educational experience in other countries: he will acquire knowledge outside of one educational and scientific tradition ... be able to take into account cultural characteristics when performing professional duties on the basis of tolerance, build productive communication strategies. " [1]. After all, in fact, there is such a problem that a Ukrainian diploma ranks

lower than another foreign diploma, as well as the quality of education and teaching staff.

In the work "Approaches to the formation of a strategy for internationalization of higher education institutions" by Gudz M.V., Plynokos D.D., priority areas of implementation of this strategy were identified: promotion Higher Education Institution's brand; creation of educational strategic international alliances; introduction of an international dimension in the educational process; increasing international project cooperation; introduction of academic mobility programs [3].

The latter strategy has something in common with the previous one – attracting foreign students to Ukrainian universities. It will also improve the international rating of the educational institution, the value of the diploma and promote intercultural awareness of students. This can be achieved through competitive places, inviting fellows, as well as by opening educational programs in different languages, except English and Ukrainian. In my opinion, the condition should be to study Ukrainian at the university as the state language of the country.

So, we can say that the development of international education, its internationalization is the main component of the development of modern society, and has achievable positive prospects. Despite Russian aggression, Ukrainian higher education institutions continue to function and teach students, participate in international conferences and maintain contacts with foreign colleagues. The use of the internationalization strategy by domestic universities will allow us to correctly combine Ukrainian educational traditions with the trends of leading educational institutions of the world. Each of the presented strategies cannot exist separately, only a comprehensive approach will bring results.

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THE IMPORTANCE OF SOFT SKILLS FOR MODERN PROFESSIONALS IN LEGAL AREA

Pursuant to Thomas Jefferson's quote: "The profession of a lawyer is to question everything, disagree with anything and talk endlessly". If we reject the theatrical color of it and start considering its essence, we will face one of the most precise descriptions of the profession of an attorney. As the high level of ability to negotiate, to be attentive to details (as any single word in a document or a contract can help you or doom the case, you are leading, to a failure), to communicate with an immense amount of clients that are completely different by their nature, as well as to be perfect in time management has already ceased to be just requests to lawyers [3].

Nowadays it is a must, as the globalization processes are ascending, and, accordingly, the competition for job openings is becoming fiercer every year. Employers have realized that there is something else valuable besides a high level of expertise in the sphere of occupation. Something that is named by the term "soft skills". I propose you to

get acquainted with the phenomenon of soft skills within the framework of its interrelation with the profession of the expert in the legal field [3].

Initially, it is necessary to deal with the meaning of “soft skills”. Soft skills or so-called interpersonal skills are the scope of personality traits, habits, knowledge, attainments, abilities, or even talents, that a person has been gifted with or has acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. This term is often used as an antinomy of “hard skills” (skills focused on a concrete activity intertwined with your professional field and level of a qualification e.g. for a lawyer it can be the knowledge of legislation and the ability to apply it), what is an unacceptable mistake, from my point of view. As these two kinds of skills work and are helpful only in their interaction [2].

By the way, the terms emerged as a pun of words hardware (a physical “body” of a computer, details it consists of) and software (the so-called DNA of a computer, something that gives it life). This fact reflects an absolute interdependence of these phenomena and the impossibility of their detached existence. Although many people refuse to agree with it and devalue soft skills, they still use them every day while they are at work, because no matter who you work as your working environment is connected with people and your interaction with them, especially it is true for lawyers. For instance, an attorney could be brilliant in contract drafting (it is his hard skill), but in case he can hardly understand the request of his client, because his communication skills are poor and he is an awful listener, it will be his big loss [1].

Therefore, hard skills are to process the information we get, when soft skills are tools for getting and subsequent producing this information. Moreover, it should be noted that the essence of the term “professional culture” relates to soft skills, it means that their importance was defined a lot time ago, but had another name [3].

Many scholars are convinced that hard skills will help you to pass the interview, but soft skills will be your keys to get and not to lose a job. In addition, the development of interpersonal skills improves your ability to make decisions quickly and to solve the problem comprehensively even in situations with high level of a risk. Let’s imagine the situation when the prosecution shows a new witness absolutely unexpectedly. The success of the case is in your hands now. That is why the soft skills play a crucial role for

professionals in the legal sphere. The ability to manage your time and plan your work are also soft skills, a professional lawyer cannot even imagine themselves without them, as their caseload is heavy [2].

In order to conclude everything written above, Graduates of a higher education institution – future lawyers will become successful only when, in addition to the acquired fundamental knowledge, they acquire interdisciplinary knowledge and skills that enable a comprehensive approach to problem solving, effectively adapt to the external environment, predict the future, thereby anticipating it [1].

Profession in the field of law is work not only with information, but, above all, with people who have certain life troubles that require compassion, understanding of the real circumstances of the problem, and emotional support at all stages of its resolution. That is why legal experts cannot cope with their duties without soft skills [1].

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INNOVATIVE METHODS OF TRAINING JOURNALISTS

Higher education is the main factor in the formation of a journalist and has a decisive role in his formation. First of all, it is worth noting that obtaining a higher education is aimed at mastering and developing professional skills, as well as their application in practice. Considering the profession of journalism, it is appropriate to emphasize that currently the mass media is gaining special importance and the format of providing information to the audience is changing. Based on this, we can observe the convergence of media and the emergence of cross-media, which indicates the need to change the approach to mastering the profession of journalism. Candidate of Sciences in Social Communications O. Kulikova notes that: "An important direction for improving the quality of assimilation of the theoretical and practical foundations of any discipline in modern conditions is the use of innovative technologies that increase motivation to study, activate students, individualize the educational process, expand the boundaries of independent activities, diversify the forms of information presentation and types of educational tasks, etc." [1]

Traditional journalism is increasingly inferior to new media in popularity, but when mastering the profession of journalism, one cannot do without analyzing the main forms of information presentation, which are currently considered classic. Candidate of Sciences in Social Sciences, Halyna Prystai, notes that: "The vast majority of teachers of journalism departments continue to give priority to traditional methods of teaching professional disciplines, neglecting the possibilities of modern educational technologies" [2]. At the same time, G. Prystai analyzed the educational processes in Ukraine and investigated the fact that many educational programs are based on studying the standards of traditional journalism, namely the mastering of theoretical material through practical demonstration of skills within the framework of a higher educational institution. That is, after listening to the course of lectures, students must create their own media product, despite the fact that they did not participate in the creation of media products created by the editors of paper publications, TV channels, or radio stations.

For example, the training of journalists in the USA does not have a single standardized education system. For the most part, the educational process is based on the project method, the case method, and the "field research" method, but each university

independently chooses a specific profile. The project method involves the completion of a thesis by the student, where teachers act as consultants, and the student independently writes news, articles, conducts interviews and shoots reports. Case methods include those that require students to independently solve problems depending on the situation. That is, student journalists acquire practical experience with the help of examples of real situations that occurred in the professional life of journalists. But the "field research" method allows students to join groups and work on their own project during the academic year, and at the same time they must take into account the practical recommendations of teachers.

Researcher H. Martsikhov determined that: "Over the past three decades, there have been many experiments in higher education in the USA related to changing the forms and methods of training journalists. The direction of these experiments is mainly reduced to an attempt to change the traditional model: the professor who speaks - the student who listens. The emphasis is shifting from traditional passive forms of training journalists (lecture, seminar) to more active types of independent individual work." [3]

In my opinion, when comparing the educational systems for journalism in Ukraine and the USA, it is worth noting a significant difference. Ukrainian students should independently find an opportunity to learn and consolidate professional skills, while American universities provide students with the opportunity to work in local mass media to learn consolidate and implement the acquired knowledge. The education system in Ukraine is quite informative, in contrast to the USA, where the educational process is based on the independent implementation of accumulated knowledge with the help of scholarship programs, work in media editorial offices or public organizations.

Therefore, innovative teaching methods must be implemented, because they not only improve the education system, but also affect the motivation of students in the educational process. Excessive saturation of information in the educational program prevents the introduction of methods of independent implementation of skills among student journalists in Ukraine. The experience of the USA in the training of journalists emphasizes the training of independent specialists, something that Ukrainian higher education institutions should also strive for.

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ADVANTAGES OF STUDENT MOBILITY IN THE EUROPEAN UNION

Internationalization and exchange of experience are key concepts in the development of modern higher education. Today, we can observe that the development of higher education in Ukraine is aimed at cooperation between Ukrainian universities and leading universities in the European Union member states. This, in turn, is realized through student mobility.

According to the Law of Ukraine "On Higher Education", academic mobility is the opportunity for participants in the educational process to study, teach, do internships or conduct research in another higher education institution (research institution) in Ukraine

or abroad [1].

Having familiarized ourselves with the Law of Ukraine "On Higher Education", information from the section "Academic Mobility" on the website of the Ministry of Education and Science of Ukraine and some works of Ukrainian scholars, we can identify the main advantages and goals of international mobility for students [1], [2], [3], [4].

The main goals of internationalization and mobility programs are mobility programs are as follows:

- reducing unemployment, especially among young people;
- promoting adult learning and retraining;
- obtain skills needed in the labor market;
- encouraging young people to participate in the development of European democracy;
- support for innovation, cooperation and reforms;
- promoting cooperation and mobility with EU partner countries.

Benefits of international mobility for students:

- personal, professional and academic development;
- Acquisition of new skills;
- Increased competitiveness;
- broadening of horizons;
- increasing motivation to learn;
- Increased cultural awareness and openness;
- Increased self-confidence;
- Increased awareness of ICTs used in education in other countries in education in other countries;
- gaining new knowledge of new subjects and teaching methods;
- improving foreign language skills.

The integration of Ukrainian higher education into the global educational space is an important factor in the development of the state. The development of mobility of students of higher education institutions has a number of advantages both for personal development and enrichment of the experience of each individual who participated in international programs or internships, and for the development of universities and the

national higher education system as a whole.

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CRITICISM CONCERNING TERMS OF INTERACTIVE LEARNING

The author suggests it is necessary to analyze critically first those terms and concepts that have already been transformed into the cliches of the up-to-date education discourse. The trend to misunderstand and misinterpret such terms as *interactivity*, *reflection*, *content*, and *result* of interactive learning prevents us from thinking critically of the innovative processes in this sphere [1].

Interactive learning is often associated with informational and/ or digital technologies in the up-to-date education discourse. However, when students use their smartphones to interact with classmates during a lesson, they think in terms of buttons, arrows, assignments, tactics, and speed of response. A teacher, in his turn,¹⁷³

frequently calls information a database, a source of information, the data themselves, and their subjective interpretation. While doing this, the teacher neglects the exchange of opinions, feelings, values, also the construction of certain *human* relationships between him/ her and a student [2, p.46].

The interaction is considered here not only as a feature of students' activities in class, but also as a source to addition and enrichment of some experience in foreign language communication, also *meta*-communication, containing certain linguistic, pragmatic, axiological, cultural, and communicative components.

Under interactivity we understand not learning 'in interaction' but learning 'through interaction' of a teacher and a student. Thus, learning a foreign language plays a unique role among all other disciplines as it allows students to speak with others about themselves. The interactive teaching of a foreign language creates for a teacher specific condition to construct, disclose, and improve a personality via communication. It allows achieving verbal and non-verbal pragmatic objectives, considering the standards and limitations of the target communicative culture [3].

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BENEFITS OF INTERCULTURAL DIALOGUE AND LANGUAGE

One of the most main problems around modern humanity is misunderstanding. Current generation is used to working as freelancers, even children get rather personal tasks at nursery schools than acquire knowledge about team-building system. People turn to willing isolation from communities because they have begun to forget about communication's pros. Thus, the goal of my report is to highlight the benefits of communication and to figure out why the intercultural dialogue means much for us.

That is extremely necessary to realize clearly that co-working and alive dialogues play vital role in our evolution process. Talking about such essentially-important questions as piece building and achieving compromises, the pluralism is the main method which every mature person tends to use [1]. Pluralism means taking different people's points of view into account. I would say that such approach is the basement for productive discussion's conclusion. Whereas paying attention to different points of view can appear to bring unpredictably absorbing results. As well as everybody has own opinion, that is a great idea to permit everyone equally share it during the conversation. Additionally, I would like to emphasize on the importance of engaging youth into international projects. First of all, it helps young generation to get acquainted with different nationalities and realize that we all are people what makes us a huge one team. Despite the fact we live in different planet's parts, we can interact with each other and bring benefits to the whole humanity.

I would like to share own experience of participating in international project in order to confirm the significance of such events. It is called «It's all about sustainability». Therefore, the project's purposes were to acquire knowledge about sustainability that is extremely necessary for the modernity, to make friends with foreigners namely with Poles Moldovans and Germans and to contribute into building friendly relations between countries. There were plenty of tasks aimed at interaction that helped us to understand each other on the both mental and speaking levels. Despite knowing the language great, communication with foreigners is a challenge anyway. Each country has own traditions, culture and moral principles. In order to make the dialogue pleasant for all members we must get used to analyzing the character of conversation and making certain conclusions to understand how and which words we should say to anyone. International dialogue

helped both me and other project's participants gain these skills. Talking about the process of international communication, these events teach us to listen to each other, make decisions collectively and respect each participant of the event [2]. These skills are vital in our everyday life. Additionally, communicating with foreigners is not only about making friends, nonetheless it is about perspective future. That is a common opinion that the best work is that one which requires cooperating with foreigners. Therefore, the opportunity of finding a good job is a big advantage of intercultural dialogue. For example, there exist plenty of well-known IT companies in Ukraine. As far as our knowledge goes, all the high-level companies cooperate with foreigners. The «Epm Ukraine» was included in the list of the largest public companies in the world according to Forbes Global in 2021 [3]. This company could not become so large-scale if it had not cooperated with other countries. If we talk about unpopular but promising projects, then here we also have something to pay attention to. Communication with foreigners helps us to find like-minded people. It can also be observed that each nationality has its own life beliefs.

However, it does not prevent us from looking for and finding those people who share our motivations and priorities. As we are all aware, when like-minded people gather, it guarantees that the outcome of such meetings will give good results. Nowadays we have many opportunities. It might seem that taking part in international projects is something unattainable. Nevertheless, everyone can open simple groups on Telegram and find plenty advertisements about different projects. Numerous of them are aimed specifically at establishing friendly relations between countries. The projects offer interesting trainings, interactivity, free accommodation and meals in the territory of the host country. The main requirements are high English level, motivation and the ability to clearly share your thoughts. I believe that people should fluently communicate with each other, regardless of distance and nationality. Let me give simpler examples of international communication. «Postcrossing» is a fascinating activity that appeared at the beginning of the 21st century. The goal is to send signed postcards to people from different countries. People can tell personal life stories, just wish something good to receiver or even note own social media's links. In this way, strangers can become good friends. It does not matter how old you are, 15 or 65, anyone can take advantage of this

opportunity. I would like to mention the aspect of education. Currently, we have a lot of opportunities to get in touch with foreigners. One of such pluses is the speaking lessons on certain platforms. For example, «Italki» platform [4]. There students can get in touch with the chosen teacher who is a native speaker of the language. That is a great chance to practice your spoken English skills and, once again, find like-minded people.

Eventually, we can conclude that communication with foreigners gives us many benefits: improved education, useful acquaintanceship, career-building, finding like-minded people and expanding our own worldview. The person who has never communicated with foreigners loses a big chance. For the reason that communicating with people from different countries helps us to get out of our comfort zone and to force us to discover new possibilities.

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PECULARITIES OF TRANSLATION OF TEXTS OF POLITICAL SPEECHES

English-language political speeches have their own characteristics. And accurate reproduction of these speeches in the target language is important. Of course, it has its own specifics. The translator must, first of all, correctly interpret the source text, and then begin the search for means of the translation language capable of conveying the function of the source message, its pragmatics and emotionality. Nationally specific realities, peculiarities of the speech of individual politicians, author's metaphors and idioms, which emphasize the national flavor of political speech, cause significant difficulties for translation [2, p. 62].

First of all, the translator needs to choose a translation strategy. The most popular are the following:

- literal translation;
- use of translation transformations.

Literal translation takes place sequentially, that is, the text is translated exactly from the first word to the last. During this type of translation, lexical transformations can be applied, provided that they do not change the structure of the sentence. But still, the most popular strategy for translating political speeches is the use of translation transformations. This strategy is the most common due to the lexical and stylistic features of political speeches.

Transformation is the basis of most translation methods, which consists of changing the formal (lexical or grammatical transformations) or semantic (semantic transformations) components of the source text while preserving the information intended for transmission [1, p. 89].

During the study of the texts of political speeches, it was found that difficulties arise during the translation of lexical units. First of all, these are realias. Realias are words that are inherent in a certain culture and have no equivalents in another language.

For a translator, the translation of such lexical units is quite a difficult task, because during the translation, not only the language system is understood, but also the culture of the country where the language comes from. Based on the experience and knowledge, the translator must choose the correct option that most accurately reproduces a certain language unit.

Idioms are also common among political speeches. Idioms are fixed expressions that usually have a figurative, non-literal meaning. At the same time, some of them become figurative idioms, retaining their literal meaning. Thanks to idioms, the speech can be made more eloquent and multifaceted. An example can be a passage from Barack Obama's speech: 'Some nations may be able to turn a blind eye' [3].

This idiom reinforces Obama's speech. This speech was given in support of the people of Libya. This idiom is used to mean not to bother. Therefore, Barack Obama emphasizes with this very phrase that some nations do not care about the problems of others, thereby showing that he does not care and thanks to this, he is admired by the public. In general, there are several ways of translating idioms. Among them: full equivalent, partial equivalent, tracing and descriptive translation.

An epithet is a stylistic device that is also common in political speeches. Epithets are vivid figurative definitions. They are often found in political speeches. When translating these stylistic units, translation transformations such as concretization, generalization, modulation, antonymic translation, addition or omission of words are used.

A comparison is a verbal expression in which the idea of the depicted object is made concrete by comparing it with another object, one that contains the features necessary for concretizing the idea in a more concentrated image. Almost all political speeches contain this technique. This technique makes it possible to make the politician's speech more informal, thereby bringing it closer to his own audience of listeners. When translating this stylistic technique, several translation transformations are also used, such as modulation.

In general, we can say that the translation of lexical and stylistic units of political speeches is a difficult task for the translator. He faces an important task - to skillfully translate the content of the speech without losing the essence and convey the exact thought to the listener.

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SOCIO-CULTURAL ASPECT IN THE TRANSLATION OF LEGAL DOCUMENTS

Translation of legal texts is a complex process that includes existing legal knowledge and understanding of cultural and social phenomena, because the law of each country seems to absorb national values and culture. Each legal system has its own vocabulary and idioms. Therefore, when transferring legal concepts from one language to another, a translator seeks for analogical legal institutions to obtain the same legal meaning of the translated message in the target language, as it has in the source language.

In addition to the absence of various lexical equivalents or terminology, the translator must take into account that the conventions of the original language text are often culture-dependent and may not correspond to the conventions of the translated text. The language of a legal translation must be particularly clear, reliable and accurate in order to be able to convey legal information properly. When translating a text in the field of law, the translator must remember the following: the original text is organized according to the legal system in force in a particular country, which is reflected in the180

legal edition of this text, and the translated text is intended for use in another legal system with its own specific legal wording .

When it comes to the translation of English texts into Ukrainian and vice versa, there are a lot of differences since Ukraine and Great Britain (and of course the USA) have different legal systems. According to O. Skakun, Ukraine belongs to the continental legal system, and Great Britain and the USA belong to the common law legal system. This is due to the peculiarities of the geographical location, historical development and cultural traditions of the countries. As a result, legal documents - contracts, agreements - differ significantly in terms of structure and vocabulary, existing concepts, etc. [1].

Legal language depends on the culture. Also, it is argued that the concept of legal culture depends on language [2]. In a nutshell, the latter is a part of general culture and refers to “those parts of general culture—customs, opinions, ways of doing and thinking—that bend social forces toward or away from the law and in particular ways” [3].

According to D. Melinkoff, English legal terminology is characterized by "a much greater variety of special fields of application compared to other terminology systems. Genre diversity is due to the multiplicity of sources of law and the development of Common law legal family, which primarily includes the legal systems of the United States of America and Great Britain" [4].

Without corresponding to one of the concepts known to us, the terms of English legislation will not be translated into other languages, as well as the terms of flora and fauna of different climates. If these terms have to be translated at any cost, their meaning is usually lost ... "[5].

Thus, incorrect translation and interpretation from one language to another can create obstacles in the use of a legal document in another language and conflicts between states therefore, further research on this topic is relevant and productive for a more detailed study.

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DIGITAL RESOURCES – MODERN OPPORTUNITIES AND CHALLENGES IN CONTEXT OF MASTERING FOREIGN LANGUAGES

At this stage of the development of the information space, one can trace the incredible growth of the role of electronic means of communication, tools and resources in higher education institutions. Currently, there is a goal to use many digital resources in the field of education, which will fully provide structured material in studying. The implementation of such resources is especially relevant for learning foreign languages, because this is one of the most interesting ways to learn and improve the acquired knowledge.

We should start with the fact that digital resources are all types of information resources (texts, graphics, multimedia), an Internet portal, virtual or cloud storage for use for educational purposes[5]. Every year, the number of new and useful digital resources for learning foreign languages increases, especially the demand for them. Learning a language involves the acquisition of a large amount of knowledge and skills that students need to master and learn [2]. Therefore, in the era of information technologies, servers and platforms for learning foreign languages are becoming increasingly relevant [1], including: Kahoot, Edmondo, MyEnglishLab, etc. The convenience of using digital

resources is characterized by flexibility relative to the place and time of the organization of educational activities [3]. That is, giving priority to such resources, the possibility of advance planning and self-organization appears.

It is also worth noting that the information space is not only an environment for data storage, which has the property of transmitting and receiving information, but also a source, which integration has a significant impact on the formation and quality assurance of education. The use of digital resources in the context of foreign language acquisition increases its effectiveness, as it allows students to use additional sources of information, listen to audio recordings, watch videos, and perform various exercises to test knowledge [3].

Summing up, it cannot be denied that information technologies have become an integral part of modern life. Mastering digital resources provides a way and opportunities for learning foreign languages in a convenient format for students. Their use allows solving the problem of lack of time and effectiveness of learning a foreign language. Thanks to the use of modern information capabilities, students can independently choose the time and speed at which to perform exercises, and use various tools that allow them to organize training in a flexible, convenient and effective format for them [4]. In addition, mastering digital resources for learning foreign languages promotes efficiency in the correct use of opportunities in order to maximize the result, while motivating students to self-organize, self-development and self-discipline.

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INVESTIGATING THE ROLE OF MOBILE DEVICES IN SUPPORTING LEARNING ANYTIME AND ANYWHERE

Mobile devices have become an integral part of our lives, and their use for learning is growing every year. Interactive applications and multimedia content make learning more engaging and effective. In this article, we will look at the advantages and disadvantages of using mobile devices for learning and how they can be used to improve education.

There have been a variety of definitions used for the concept of mobile learning. It has been suggested by Brasher and Taylor [1] that mobile learning is “any sort of learning that happens when a learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunity offered by mobile technologies”. The Mobile Learning Network [4] in the United Kingdom states that mobile learning is “the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning”.

Mobile learning (M-Learning) is a modern trend in the development of distance education systems using mobile phones, smartphones, PDAs, and e-books. M-Learning technology implies a distance learning system that includes a subsystem for accessing local and remote content. Thus, mobile learning implies the use of mobile technology both separately and in conjunction with other information and communication technologies (ICT) to organize the learning process regardless of place and time

Advances in tablet computers and smartphones have recently improved significantly, and such devices are now widely used. Students and teachers are interested in using these devices as a means of providing learning opportunities. There are many benefits of using mobile devices in education. Here are a few of them:

- Accessibility: Mobile devices can be accessed anytime, anywhere. Students can study while traveling to school or university, during a break between classes, or at home.
- Flexibility: Using mobile devices gives students the ability to learn at their own pace. They can go back to materials and complete assignments at any time, allowing them to better absorb the material and avoid the stress of polluted deadlines.
- Interactivity: Mobile devices can be used to create interactive applications and games that help students become more engaged and understand the learning material.
- Efficiency: Research shows that using mobile devices for learning can increase learning efficiency and improve outcomes.

However, there are a number of problems that have arisen when using mobile learning in the classroom.

- Physical attributes of mobile devices, such as small screen size, heavyweight, inadequate memory, and short battery life.
- Content and software application limitations, including a lack of built-in functions, the difficulty of adding applications, challenges in learning how to work with a mobile device, and differences between applications and circumstances of use
- Network speed and reliability and
- Physical environment issues such as problems with using the device outdoors, excessive screen brightness, concerns about personal security, possible radiation exposure from devices using radio frequencies, and the need for rain covers in rainy or humid conditions, among others [3].

Despite the limitations and challenges, which educational institutions will face in executing mobile opportunities for e-Learning, mobile devices offer unequalled opportunities for teaching and learning [2]. Mobile devices provide the basis for learning and access to learning anywhere and anytime. For all the great potential of mobile learning and the innovative development of mobile technologies, in many ways, it is still in its infancy. Guiding theoretical frameworks, as well as changes in the approach to

learning, will facilitate greater integration of mobile learning applications into the teaching and learning process, benefiting both students and teachers.

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MODERN APPROACHES AND INNOVATIVE TECHNOLOGIES OF DEVELOPING COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE

In today's globalized world, the ability to communicate in a foreign language has become increasingly important. Communicative competence in a foreign language is essential for individuals who want to succeed in various fields such as business, education, and international relations. Modern approaches and innovative technologies have transformed the way we learn and develop communicative competence in a foreign language. In this publication, we will explore some of the modern approaches and innovative technologies that are being used to develop communicative competence in a

foreign language.

1. Gamification

Gamification is a modern approach that has been used to develop communicative competence in a foreign language. Gamification involves using game elements such as point systems, badges, and leaderboards to motivate learners to engage in language learning activities. This approach has been found to be effective in developing communicative competence in a foreign language as it provides learners with a fun and interactive way to learn [1].

2. Language Learning Apps

Language learning apps have become popular in recent years due to their convenience and effectiveness. These apps provide learners with the opportunity to learn a foreign language at their own pace and from the comfort of their homes. The apps provide a variety of resources such as audio and video lessons, interactive exercises, and real-time communication with tutors. The use of language learning apps has enabled individuals to develop their communicative competence in a more practical and effective way [2].

3. Virtual Reality

Virtual reality is an innovative technology that has the potential to transform the way we learn and develop communicative competence in a foreign language. Virtual reality enables learners to experience a simulated environment that mimics real-life situations. This technology has been used to develop communicative competence in various fields such as medicine, aviation, and law enforcement. In the field of language learning, virtual reality has been used to create immersive language learning environments that enable learners to practice their communicative competence in a simulated real-life situation [3].

In conclusion, modern approaches and innovative technologies have transformed the way we learn and develop communicative competence in a foreign language. Gamification, language learning apps, and virtual reality are just a few examples of how technology has been used to develop communicative competence in a foreign language. These technologies have provided learners with the opportunity to practice their communication skills in a more practical and effective way. As technology continues to

evolve, it is likely that we will see more innovative technologies that will further enhance our ability to develop communicative competence in a foreign language.

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ADAPTATION OF REFUGEES FROM UKRAINE IN EUROPE AFTER THE BEGINNING OF A FULL-SCALE WAR

On February 24, 2022, a full-scale war between Russia and Ukraine began. It changed the lives of all Ukrainians.

The Russian army inflicts insidious attacks on civilian facilities, medical facilities, and schools, destroys Ukrainian cities, shells green evacuation corridors, regularly disregards the 1949 Geneva Convention relative to the Protection of Civilian Persons in Times of War, and commits war crimes by cynically killing Ukrainians. According to the

UN, at the end of March, 60% of Ukrainian children were forced to leave their homes due to military action by the Russian side [4].

In October 2022 the U.N. listed 7.6 million Ukrainian refugees across Europe. Some 4.2 million Ukrainian refugees have registered for the EU's temporary protection scheme or other national programs. Most refugees are now in wealthier EU countries after first crossing into neighboring Poland (5.4 million), Hungary (1.2 million), Romania (1 million), Slovakia (690,000), and Moldova (573,000). [4]. The author focuses her research on the adaptation of the refugees to living conditions abroad, namely in European countries.

The first thing to note is the language situation. It is especially difficult for children. If most adults, especially young people, though not perfectly but know at least some English or other languages they have studied which helps in the first days after their arrival. It is difficult for children who go to foreign schools to mentally adjust to an unfamiliar language environment. Most European countries create separate schools or classes for young Ukrainians. Free language courses have been introduced for all Ukrainian refugees.

Some Ukrainians faced housing problems. Of course, some were sheltered by relatives. But it was not so for the majority. Many foreigners sheltered Ukrainians in their homes. The authorities of the countries allocated apartments, houses, hotels, and hostels where Ukrainians could live. There are countries, like Spain, which are not very friendly to Ukrainians and charge high prices for housing rent. [2], [1].

In Europe, there are certain living conditions to which the inhabitants of the countries are accustomed, but for Ukrainians, it has become a test. For example, every Sunday all shops and other public places are closed, as everyone has a day off. Ukrainians are used to the fact that on weekends you can rest somewhere, and go for groceries because it is difficult to find time on weekdays [2].

Ukrainians also had difficulties with health insurance. The document cannot be bought just like that, only the officially employed can obtain it. Without insurance, it is impossible to get qualified help or buy medications, even a saline solution requires a doctor's appointment [1].

After reading numerous stories of Ukrainians living in Europe, one can conclude

that there are countries that are friendly to Ukrainians, and there are countries that are not. There are many problems with accommodation, prices for products and services, and language barriers, especially if English is not spoken in those countries. There are also problems with medicine and Ukrainians have to go to private clinics to get medical help or get a prescription for medications [1],[3]. Ukrainians have to adapt to the rules and rhythm of life in European countries because they are very different from Ukrainian ones. Though many people decided not to return to Ukraine as they are satisfied with the conditions of the countries they are living now, the majority have already returned or intend to return to Ukraine.

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STANDARDS OF EDUCATION IN THE EU

The standards of education in the European Union (EU) are generally considered to be high, with a focus on promoting quality education, fostering innovation and creativity, and preparing students for the challenges of the 21st century.

The EU has a comprehensive framework for the coordination of education policies,

known as the European Education Area. This framework aims to ensure that all learners have access to high-quality education and training, regardless of their background or location. [1]

The European Education Area is a political initiative launched by the European Commission in 2017 with the goal of improving the quality and accessibility of education across the European Union (EU). The initiative aims to promote cooperation among EU member states, facilitate the mobility of students and teachers, and foster the development of new teaching and learning methods.

The European Education Area encompasses a broad range of educational levels, from early childhood education and care to higher education and lifelong learning. The initiative seeks to promote the acquisition of key competences, including digital skills, multilingualism, and social and civic competences.

One of the key features of the European Education Area is the European Qualifications Framework (EQF), which provides a common reference framework for comparing the qualifications of different EU countries. The EQF is designed to promote lifelong learning and facilitate the recognition of qualifications across the EU.

The EU also has a number of initiatives aimed at promoting excellence in education, such as the Erasmus+ program, which provides funding for student and staff exchanges between EU countries, and the European Schools system, which provides high-quality multilingual education for the children of EU officials and citizens.

It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. [2]

In addition to these initiatives, the EU has set ambitious targets for education and training in its Europe 2020 strategy, which aims to increase the proportion of EU citizens with tertiary education, reduce early school leaving rates, and improve the quality and relevance of education and training.

Overall, the standards of education in the EU are considered to be among the highest in the world, and the EU is committed to maintaining and improving these standards through ongoing policy development and coordination.

The linguistic education in the European Union (EU) is diverse and multifaceted. The EU has 27 member states, each with its own official language(s), and the EU institutions themselves work in 24 official languages. As a result, multilingualism is highly valued in the EU and is a fundamental principle of the European education system.

In general, linguistic education in the EU is structured around the teaching of several foreign languages, in addition to the national language(s). English is typically the most widely taught foreign language, followed by French, German, and Spanish. Other languages, such as Italian, Portuguese, and Dutch, are also taught in many schools across the EU.

In addition to language learning, the EU promotes the preservation and promotion of regional and minority languages through various initiatives, such as the European Charter for Regional or Minority Languages. The charter is a treaty that aims to protect and promote regional and minority languages in the EU and encourages member states to provide education in these languages. [3]

Overall, the EU places a high value on linguistic education and multilingualism as an essential component of European identity and cultural diversity.

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VARIETY OF INNOVATIVE TECHNIQUES IN EDUCATION AND THEIR APPLICATION

The issue of innovative techniques in education is highly relevant as it can help ensure that students are prepared for the challenges and opportunities in the future.

These innovative technologies present new ways of instruction or improve upon traditional learning methods [1].

There are many innovative techniques in education that have emerged in recent years. Let us look at some of the methods to integrate innovation:

1. Flipped classroom: This approach involves students learning the lesson material outside of class (such as through videos or readings) and then using class time to apply and discuss what they've learned with the guidance of the teacher.
2. Project-based learning: In this method, students work on projects that are designed to be relevant and meaningful to their lives. The projects often involve interdisciplinary learning and require students to work collaboratively, think critically, and solve real-world problems [2].
3. Personalized learning: This approach focuses on tailoring instruction to the individual needs of each student. It often involves the use of technology to provide adaptive and differentiated learning experiences.
4. Gamification: This method incorporates game design elements into the learning process to increase engagement and motivation. Examples include using points, badges, and leaderboards to track progress and encourage healthy competition.
5. Inquiry-based learning: In this approach, students ask questions and investigate topics of their own interest, with the teacher serving as a facilitator and guide. It emphasizes critical thinking, problem-solving, and self-directed learning.
6. Collaborative learning: This method encourages students to work together in small groups to learn and solve problems. It promotes social skills, communication, and teamwork [3].

Overall, these innovative techniques aim to make learning more engaging, relevant, and effective for students, while also helping them develop important skills for the 21st century.

But, also, we have another side of using these learning methods. Here are some

common problems that have been identified in the use of innovative methods in education: resistance to change (teachers, students, and parents may resist new and unfamiliar teaching methods because they are used to traditional methods), implementation challenges (innovative methods may require new equipment, software, or training for teachers, which can be expensive and time-consuming), risk of failure (innovative methods may not always work as intended, leading to frustration and disappointment for teachers and students).

Ever since schools first closed in March of 2020, educators and students have been exploring new methods and tools to keep the learning going and to find ways to engage students in learning [4].

To sum up, we can say that by coming up with new ideas and implementing them the classroom and being flexible in our instruction, we get out of our comfort zone to embrace new or different teaching methods and technologies.

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BASIC REQUIREMENTS FOR ENTERING UNIVERSITIES IN DIFFERENT COUNTRIES

Entering a university is a significant milestone in the life of every student. It is an opportunity to acquire knowledge and skills that will shape one's future career. However, different countries have different requirements for entering universities. This paper examines the basic requirements for entering universities in various countries from different parts of the world , including the United States, the United Kingdom and Australia.

United States. The United States has a complex system of university admissions, and admission requirements vary from one institution to another. However, some basic requirements are common to most universities. These requirements include a high school diploma or equivalent, such as a GED [1], standardized test scores, such as the SAT or ACT [2], and a transcript of high school grades. In addition to these requirements, many universities require applicants to submit essays, letters of recommendation, and participate in extracurricular activities.

One of the most important requirements for university admission in the United States is a high school diploma or equivalent. This is usually obtained by completing four years of high school education. However, some students may not have access to high school education, or may have dropped out of high school. In such cases, students can obtain a General Educational Development (GED) credential, which is equivalent to a high school diploma [1].

Another common requirement for university admission in the United States is standardized test scores. The most commonly accepted tests are the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) [2].

These tests measure a student's academic abilities and are used by universities to assess an applicant's potential for academic success. In addition to standardized test scores

and a high school diploma, universities in the United States also require applicants to submit transcripts of their high school grades. This provides an overview of a student's academic performance throughout their high school years.

Furthermore, universities in the United States often require applicants to submit essays, letters of recommendation, and participate in extracurricular activities. These materials are used to assess a student's character, motivation, and potential for success outside of the classroom.

United Kingdom. In the United Kingdom, the basic requirements for entering a university are similar to those in the United States. Students must have completed their secondary education and obtained qualifications that meet the university's entry requirements. The most common qualification is the General Certificate of Secondary Education (GCSE) [3], which is usually taken at age 16. Students then proceed to take advanced-level exams, such as the A-levels [4], which are usually taken at age 18. In addition to these qualifications, universities in the UK require applicants to submit a personal statement and take an admissions test, such as the University and College Admissions Test (UCAT) or the BioMedical Admissions Test (BMAT) [5].

In the United Kingdom, the General Certificate of Secondary Education (GCSE) is the most common qualification required for university admission. This exam is usually taken at age 16 and assesses a student's knowledge and skills in various subjects, including English, mathematics, and science [3].

Students in the United Kingdom then proceed to take advanced-level exams, such as the A-levels, which are usually taken at age 18 [4]. These exams are more specialized and are used to assess a student's ability to study specific subjects in greater depth.

In addition to these qualifications, universities in the United Kingdom require applicants to submit a personal statement and take an admissions test. The personal statement is a written statement that outlines a student's academic and personal achievements, as well as their future goals. Admissions tests, such as the University and College Admissions Test (UCAT) or the BioMedical Admissions Test (BMAT), assess a student's potential for academic success [5].

Australia. In Australia, the requirements for entering a university vary depending on the university and the degree program. However, there are some basic requirements

that are common to most universities. These include a high school diploma or equivalent, such as the Senior Secondary Certificate of Education [6], and a minimum grade point average (GPA) [7]. In addition to these requirements, some universities may require students to submit English language proficiency test scores, such as the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL) [8].

The Senior Secondary Certificate of Education is the most common qualification required for university admission in Australia. This is obtained by completing twelve years of education and passing final exams in various subjects. In addition, students must achieve a minimum grade point average (GPA) to be eligible for admission to a university. The required minimum GPA varies depending on the university and the degree program [7].

In addition to a high school diploma and minimum GPA, some universities in Australia may require students to demonstrate English language proficiency. This is particularly true for international students whose first language is not English. The International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) are the most commonly accepted English language proficiency tests in Australia [8].

In conclusion, entering a university requires meeting certain basic requirements, regardless of the country. However, the specific requirements and their details vary depending on the country and the university. Understanding these requirements is crucial for students who wish to pursue higher education. By knowing the basic requirements for entering universities in different countries, students can make informed decisions and better prepare themselves for the admission process.

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THE IMPORTANCE OF INNOVATION IN EDUCATION

Education is an important and integral part of our life. Only innovation is needed to improve the quality of education.

The purpose of this work is to present value and importance of innovations in education. For an individual, a nation, and humankind to survive and progress, innovation and evolution are essential. Innovations in education are of particular importance because education plays a crucial role in creating a sustainable future. "Innovation resembles mutation, the biological process that keeps species evolving so they can better compete for survival" (Hoffman and Holzhter, 2012, p. 3). Innovation, therefore, is to be regarded as an instrument of necessary and positive change. Any human activity (e.g. industrial, business, or educational) needs constant innovation to remain sustainable [1].

But do innovations in education always have positive consequences? To begin with, let us consider the concepts of the words "education" and "innovation". Education is the process of acquiring knowledge, skills, values, and attitudes that enable individuals to realize their full potential and contribute to society. Innovation is the process of

introducing new ideas, methods, or products that bring about positive change and improve upon existing solutions. Innovation in education is the creation and implementation of new ideas, practices, or technologies that improve the quality, effectiveness, and accessibility of teaching and learning. One of the most exciting areas of innovation in education is the use of online learning platforms and virtual classrooms. These platforms allow students to access a vast range of educational resources from anywhere in the world.

The most famous and popular platforms for learning are as follows:

1. **Zoom** offers you HD video, HD Voice with dynamic voice detection, full screen and gallery view, dual stream for dual screen and feature-rich mobile apps for iOS and Android.
2. Google Classroom - Digital Platform help teachers and students to create a space in which teachers and learners can connect, ask questions to enhance learning, host your classes on the cloud and create different types of assessments.
3. YouTube is a valuable tool for education, offering a wide range of educational content that can supplement classroom teaching and provide students with additional resources for self-directed learning [2].

From my own experience, I can say that studying online is more convenient and has a number of significant advantages. Also innovations have some disadvantages including lack of accessibility, cost, resistance to change, privacy and security concerns, and potential limitations on social and emotional learning experiences due to a lack of live communication [3]. But we are convinced that this can be easily solved by frequently organizing live meetings and events.

In conclusion, we have found that innovation is an integral part of the development of learning, so we must continue to innovate for our prosperity.

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ACADEMIC DEMANDS FOR GETTING HIGHER EDUCATION AT THE EU UNIVERSITIES

The standards for admission differ by nation and institution because entering a university is a significant academic milestone. This essay aims to give a general overview of the standards for admission to universities in various nations.

Students in the US frequently need to pass the General Educational Development (GED) exam or have a high school diploma or an equivalent. Standardized examinations like the SAT or ACT must also be taken, with the results submitted along with the application [1]. Universities may also request essays, recommendation letters, evidence of extracurricular activities, community service, or work experience from applicants.

Students must hold a General Certificate of Secondary Education (GCSE) or a diploma that is equivalent and have completed their secondary education in the UK [2]. Universities often need applicants to have passed their IB or A-level exams and to have received the minimum grades needed to pass the program. For some degrees, some universities may also mandate that applicants take admissions exams like the University Clinical Aptitude Test (UCAT) or BioMedical Admissions Test (BMAT).

In Canada, graduates must hold a high school diploma or an equivalent degree and have finished their secondary education. Universities may request that applicants submit their grades, transcripts, and test results from the SAT or ACT [4]. Some colleges may also need applicants' essays, letters of recommendation, or proof of pertinent job experience.

Students must have completed secondary school in Australia and possess an International Baccalaureate (IB) or Higher School Certificate (HSC) certification [3]. Universities often require applicants to have obtained the appropriate minimum grade for the course. Additionally, certain universities could demand that applicants take admissions exams like the Special Tertiary Admissions Test (STAT).

The prerequisites for entering universities differ between nations, therefore prospective students must thoroughly investigate and comprehend the requirements for the school they are interested in. These criteria frequently involve finishing secondary school, earning the necessary credentials, submitting exam results, and submitting supplementary documentation like essays or letters of recommendation. Prospective students can better prepare themselves for a successful application process by being aware of the admission requirements.

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TEXT AS A BASIS FOR MONOLOGUE SPEECH

While studying a foreign language, the main thing is fluent speaking and understanding up to 90 % of what the carriers of language say. Working with the text is the effective constituent of the process of studying. The stages of working with the text in a foreign language are discussed, aimed at developing skills of a monologue speech [1].

First, a teacher is to select good texts. We understand a good text as follows: it is interesting, is devoted to a current theme, with relevant vocabulary, is logical, is not very difficult from the point of grammar. A good text is built on the hologram principle where a part repeats the whole. So, the adequate text should be qualitative, live, and its major idea is to be represented in each part of it.

The appropriate texts in foreign languages can be found on the Internet. They may be newspaper or magazine articles written by famous authors. Topic information in foreign languages can be found in blogs devoted to such topics as *family, psychology, education, learning foreign languages, health care* etc. The up-to-date Oxford and Cambridge textbooks in English contain a lot of useful texts with adequate internal structures at all levels. A teacher can classify them according to different themes and adjust them to the level of the group.

Experience shows that the reading of a text in a loud voice helps pronounce new words correctly and percept a foreign language well. One may propose the students read the text until someone makes a mistake in pronunciation of any word. Then the second student begins reading the text from the wrongly pronounced word. by the previous student. The teacher's role is to help pronounce all the words correctly. The next student starts reading after the next mistake and so on. Saying the words again several times is a step to their memorizing [2, p.271].

The following methods of working with texts should be mentioned: selection of good texts; reading, translating, mastering new relevant vocabulary through various

exercises; working with synonyms; creating own explanations of new lexical expressions in English; practicing new word memorizing through translation of simple sentences from Ukrainian into English; text simplification; text retelling with the help of link-words; revising special phrases for retelling; expressing your opinion about the problem discussed in the text; and the monologue speech "based on" the problems of the text [3].

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ONLINE PLATFORMS FOR LEARNING ENGLISH:

CHALLENGES AND OPPORTUNITIES

Modern life cannot be imagined without the latest technology. Proper use of all components of the informatization process, which is now widely implemented - will contribute to the successful and effective teaching of any discipline in the school.

Computer technology significantly affects the forms and methods of learning, makes the learning process creative, stimulates self-education. Traditional forms of learning are gradually being supplemented by the latest technologies aimed at developing skills and abilities. Nowadays online platforms offer a variety of educational resources,

tools, and services for students to enhance their learning experience. These platforms and websites are especially useful while learning English. [2]

Online platforms for learning English are websites or mobile applications that provide a variety of tools and resources for students to improve their language skills. They have become increasingly popular due to their convenience, affordability and flexibility. Online platforms provide students with access to a range of resources and tools to improve their language skills, including video lessons, interactive exercises, and personalized feedback. [3]

Innovative learning tools allow students to learn English at their own pace and on their own schedule. This can be particularly beneficial for busy adults who cannot attend traditional classes. Online platforms provide access to a wide range of resources, including video lessons, interactive activities and language learning apps. This can enhance the learning experience and make it more engaging. Online learning can provide opportunities for students to interact with English speakers from around the world and learn about different cultures. This can enrich the learning experience and broaden students' perspectives. Online platforms for learning English can also be more affordable than traditional classes, particularly for students who live in areas where English classes may be expensive or not available. [1]

Despite of all the pluses, learning English online can also have some disadvantages. One of the biggest challenges of online platforms for learning English is the lack of personal interaction. Many students find it difficult to practice their speaking skills and receive feedback from teachers and classmates. Learning English online requires a high degree of self-motivation and discipline. Students must be willing to set goals, manage their time effectively, and stay focused. With so many online platforms available, it can be difficult to determine which ones offer high-quality instruction. Some platforms may not have qualified teachers or may not provide sufficient support for students. Online learning requires a reliable internet connection, a working computer or mobile device, and proficiency with technology. Technical issues can disrupt learning and cause frustration. [4]

To conclude, this paper reveals challenges and opportunities of online platforms for learning English. While they may not be suitable for everyone, they can provide a

flexible, affordable, and engaging way to learn English for those who are self-motivated and able to manage the challenges associated with online learning.

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THE CHALLENGES OF TRANSLATING IDIOMS AND COLLOQUIAL EXPRESSIONS

Translation is an essential part of communication between people who speak different languages. It enables us to share knowledge, ideas, and culture, and facilitates international trade, diplomacy, and travel. However, translation is not a straightforward process, and it is not always possible to convey the full meaning of a text from one language to another. This is particularly true when it comes to idioms and colloquial expressions, which pose a significant challenge to translators. We will explore the linguistic aspects of translating idioms and colloquial expressions, and discuss some of the challenges that translators face in this task.

An idiom is a phrase or expression that has a figurative meaning, which is different from the literal meaning of its individual words. For example, the English idiom "to let

the cat out of the bag" means to reveal a secret, but the words "cat", "out", and "bag" have no relation to the actual meaning of the expression. Idioms are an essential part of language, and they are used in everyday speech and writing to convey specific meanings and emotions. [1]

Colloquial expressions are similar to idioms, but they are more informal and are often specific to a particular region or social group. They are typically used in casual conversation and may not be found in formal written language. Examples of colloquial expressions include "hangry" (a combination of hungry and angry), "chillax" (a combination of chill and relax), and "y'all" (a contraction of you and all). Colloquial expressions can be difficult to translate because they may not have a direct equivalent in another language.

Translating idioms and colloquial expressions is challenging for several reasons. First, idioms and colloquial expressions often have a cultural context that is specific to the language in which they are used. For example, the English idiom "to have a chip on one's shoulder" means to be easily offended or to have a grudge, but the expression would not make sense to someone who is not familiar with the cultural reference to carrying a physical chip on one's shoulder as a challenge for a fight. As such, when translating an idiom or colloquial expression, the translator must consider not only the words but also the cultural context in which they are used.[2]

Second, idioms and colloquial expressions often have a figurative meaning that is not directly related to the words used in the expression. As such, a literal translation of an idiom or colloquial expression may not convey the intended meaning. For example, the Spanish expression "dar en el clavo" (literally "to hit the nail") means to be correct or to hit the mark, but a literal translation would not convey the intended meaning to a non-Spanish speaker.

Third, idioms and colloquial expressions are often used for their emotional impact rather than their literal meaning. For example, the English expression "break a leg" is used to wish someone good luck, but the literal meaning of the expression is the opposite of the intended message. In this case, a translator must consider the intended emotion of the expression, rather than the literal meaning of the words used.[3]

In conclusion, translating idioms and colloquial expressions is a complex task that

requires careful consideration of the cultural context, the intended meaning, and the emotional impact of the expression. The challenges of translating idioms and colloquial expressions highlight the importance of hiring professional translators who are fluent in both the source and target languages and have a deep understanding of the cultural nuances of both languages. Professional translators are trained to recognize idioms and colloquial expressions and to translate them accurately to convey the intended meaning to the target audience.

Additionally, modern translation technologies, such as machine translation and translation memory, have made significant advancements in recent years, but they still struggle with idioms and colloquial expressions. These technologies are based on algorithms that rely on statistical patterns to translate text, which means they cannot always recognize the cultural context or emotional impact of an expression.[4]

Translators face many challenges when translating idioms and colloquial expressions, and it is essential to have a deep understanding of both languages and cultures to convey the intended meaning accurately. Idioms and colloquial expressions are a fundamental part of language and add color, nuance, and depth to communication. Therefore, it is important to recognize the value of these expressions and the challenges they pose to translators.

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FOREIGN LANGUAGE AS A KEY ELEMENT OF INTERNATIONAL BUSINESS DEVELOPMENT

Foreign language proficiency is an essential component of international business development. When firms expand globally and venture into new markets, whether they are "born globals" or follow traditional methods, they are required to communicate effectively in various languages, including the official languages of different countries [2]. In today's globalized economy, companies that operate internationally need to communicate effectively with clients, partners, and stakeholders from different countries and cultures. Having a good command of a foreign language can help business professionals to build stronger relationships, negotiate more effectively, and understand the cultural nuances of the markets they operate in.

Here are some key points to consider about the role of foreign language in international business development:

- **Communication.** Effective communication is key to success in international business. Language barriers can hinder communication and lead to misunderstandings, which can negatively impact business relationships. By speaking the language of their clients and partners, business professionals can build rapport and establish trust more easily.

- **Market research.** Companies that are expanding into foreign markets need to conduct market research to understand the needs and preferences of their target audience. Being fluent in the language of the market they are targeting can help professionals to conduct research more effectively and gain a deeper understanding of their target market.

- **Negotiation.** Negotiating effectively is essential in international business, and language skills play a critical role in successful negotiations. Business professionals who can speak the language of their counterparts can better understand their needs, build rapport, and negotiate more effectively.

- **Cultural awareness.** Understanding the intricacies of various languages is crucial to comprehend cultural differences, and this awareness can assist business executives in modifying their communication techniques appropriately. By recognizing cultural disparities, corporations can avoid errors and cultivate better connections with their clients and associates. Therefore, language plays a significant role in shaping culture and

enhancing business relationships. To use language skillfully, it's essential to understand its cultural dimension too. Specifically, some words that possess equivalent meanings can be utilized in varying contexts, or some words might be considered highly impolite in certain languages. A prime instance of this is the term "pumpkin" in English, which translates to "fuktong" in Thai and could potentially cause offense [3].

Certain companies attempt to avoid learning languages by depending on online translation tools. Nevertheless, such platforms are incapable of identifying particular subtleties of languages, such as idiomatic expressions and phrasal verbs in English and other languages [1].

The following is a list of the top 5 most sought-after languages that you should consider learning to kickstart the expansion of your business and marketing content translation on a global scale. These languages are the ideal option for achieving global growth.

English is a widespread language with 339 million native speakers and is the lingua franca of business and academia. It is also the most commonly used language among internet users and crucial for anyone wanting to succeed globally.

Chinese is the most widely spoken language in the world with over 1 billion speakers. The Chinese economy has experienced astonishing growth in the last few decades, overtaking the U.S. to become the number one economy in the world in 2018. Given its dominant position in the global economy, Chinese presents a significant business opportunity that cannot be overlooked, especially considering that English is not widely spoken in China.

Spanish is the third most commonly spoken language, with 460 million native speakers. It is essential for business in Latin American countries and the US, where the Hispanic population is projected to double by 2050.

Arabic is spoken by 295 million speakers worldwide and is the official language of 28 countries in the Middle East and Africa. It is crucial for businesses in the defense, energy, and diplomacy sectors.

German has 130 million native speakers and is spoken in some of the most economically important countries in Europe. It is essential for businesses operating in Germany, which is the largest economy in the European Union and a global economic

powerhouse [4].

In conclusion, foreign language proficiency is a crucial element of international business development. Companies that invest in language training for their employees can gain a competitive advantage in the global marketplace by building stronger relationships, conducting more effective market research, negotiating more successfully, and demonstrating cultural awareness.

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USE OF ABBREVIATIONS IN ENGLISH INFORMAL CORRESPONDENCE

Nowadays, everyone has a lot to do, and some people simply do not have time or

do not care to write complete words, let alone complete phrases and sentences in correspondence with other people. Communication on the Internet should be fast, and abbreviated versions of words and expressions increase typing speed. Therefore, the Internet users have developed their own slang, which is used in all informal correspondence: in SMS, in chats, on forums, in messengers and any social networks.

The Internet enable unprecedented number of people to be in touch with each other. The electronic medium presents us with the ability to communicate in the ways that are fundamentally different from traditional ones of the past. People have become a virtual community, a 'global village'.

By now the e-prefix is used in hundreds expressions: e-texts, e-cash, e-money, e-therapy, e-manager, e-book, e-conference, e-shop, etc. We can never predict what changes will occur in the language. We only have to admit them once they have happened.

In recent years the e-language has become full of abridged, clipped and abbreviated words. How are they affecting the traditional language?

The system of abbreviations consists of different interest groups or professional communities among different age groups. There is no right or wrong in this field: the main thing is that the interlocutors can understand each other. Using abbreviations is one of the best ways to sound natural when you speak English. Knowing the abbreviations and the peculiarities of their use, you will be able to better understand native speakers and communicate more freely. The main thing is to maintain a balance and understand when slang is appropriate and when it is better to use a literary version of the English language. Has it ever happened that on some holiday you received a laconic message instead of thousands of words [1]? In the English language, as well as in our Ukrainian, there are many different abbreviations. No messenger can do without knowledge of abbreviations in modern communication. Abbreviations have become so integrated into our reality that they feel quite comfortable not only in virtual, but also in real life. When using abbreviations, you should pay attention to the expediency, taking into account whether it is a business correspondence, a post on Instagram or an ordinary conversation with a friend.

Native English speakers use no fewer abbreviations. Most often, English abbreviations are formed by the initial sounds of a word (in linguistics they are called

acronyms). If you receive a message with acronyms, do not get lost. To understand it, you just need to say it out loud. To shorten words on a letter, simply remove all vowels from them, for example: "IMHO this is not normal!" stands for "In my humble opinion" [2]. "Then this girl was in shock IYKWIM", which means "If you know what I mean". Or you can also find such a message as "SUE PLZ", i.e. "Check your email please". EOM (end of message) – dot; EOS (end of story) - that's all; YOLO (you only live once) – you can shout or write when you do something crazy; LMK (let me know); BTW (by the way) - by the way; G2G (got to go) - you need to go. This list can be expanded endlessly.

As a result, the language develops, and slang evolves especially quickly - bright, apt, sensitive to the changes in our life. In order to speed up the exchange of text messages, cunning owners of gadgets and regulars of Internet chats have come up with their own slang, the most popular words. And this is necessary: a person learning English should know these short and witty abbreviations, because they have already become part of the culture of English-speaking countries. If there is no one to exchange English-language messages with, these interesting acronyms will come in handy when communicating on Skype, in other online chats, even during regular e-mail correspondence. By studying these abbreviations, you can quickly understand what an English-speaking friend or colleague might mean when he writes: BRB (written abbreviation for be right back: used when you stop taking part in a discussion in an internet chat room for a short time. Internet, email and texting conventions) [3].

Thus, we can conclude that the most recognized feature of any e-communication is brevity. Language is a very sensitive index of social change that's why it is not surprising that all innovative phenomena have a corresponding impact on the way we communicate. Language is an essence of the Internet and we can fairly assume that the Internet is not a technological but a social fact.

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HOW AI CAN BE USED TO CLASSIFY ENGLISH LANGUAGE TEXTS.

UNDERSTANDING OF HOW LANGUAGE IS USED

IN DIFFERENT CONTEXTS

The main aim of this work is to show how AI can be used to classify English language texts and improve our understanding of how language is used in different contexts. By training machines to better understand human language, we can develop more accurate and effective AI applications that can help us make sense of the vast amounts of textual data that are generated every day.

To begin with, the modern world is developing with a great pace. The main aim of all technological innovations has always been to solve global problems and challenges faced by all of humanity and to make process of solving problems much easier. Moreover, AI plays one of the most important roles in our modern day society because of the fact that every sphere can't go without it.

Broadly speaking, artificially intelligent systems can perform tasks commonly associated with human cognitive functions — such as interpreting speech, playing games and identifying patterns [1].

AI can provide powerful tools for text classification and sentiment analysis, which can help us better understand how language is used in different contexts and improve our ability to communicate effectively with others. They can provide valuable insights into

how people use language in different contexts. Some ways in which AI can be used for text classification and sentiment analysis include:

1 Keyword-based classification: AI algorithms can be trained to identify specific keywords or phrases in text that indicate a particular category or sentiment, such as identifying news articles related to politics or identifying tweets expressing anger.

2 Machine learning-based classification: by analyzing patterns in large datasets, machine learning algorithms can be trained to recognize more complex patterns and classify texts based on multiple features, such as the presence of specific words or phrases, sentence structure, or even tone of text.

3 Neural networks: deep learning techniques, such as neural networks, can be used to analyze large datasets and learn to classify text based on various features. This approach is particularly useful for sentiment analysis, as it can learn to recognize more subtle nuances in language that indicate different emotions or attitudes.

4 Contextual analysis: AI algorithms can be trained to analyze the context in which text is used, such as identifying sarcasm or irony, which can be important for accurate sentiment analysis.

Another important aspect of text classification and sentiment analysis is the ability to improve natural language processing (NLP) algorithms.

Natural language processing (NLP) is a field of artificial intelligence in which computers analyze, understand, and derive meaning from human language in a smart and useful way. By utilizing NLP, developers can organize and structure knowledge to perform tasks such as automatic summarization, translation, named entity recognition, relationship extraction, sentiment analysis, speech recognition, and topic segmentation [2].

One of the challenges in applying AI to language processing is that language use is inherently subjective and can be ambiguous or context-dependent. For example, certain words or phrases can have different meanings depending on the context in which they are used, and sarcasm or irony can be difficult to detect in text. This can lead to inaccuracies in text classification and sentiment analysis, as well as other NLP applications.

Another challenge is the potential for bias in language use and analysis. AI algorithms are only as good as the data they are trained on, and if the data is biased or

limited in some way, the algorithm may learn to perpetuate those biases. For example, if a sentiment analysis algorithm is trained on social media posts that contain a lot of negative comments about a particular group of people, the algorithm may learn to associate that group with negative sentiment, even if the sentiment is not justified. To mitigate these challenges, it is important to develop AI applications for language processing in a way that is transparent, accountable, and fair. This can include using diverse and representative datasets for training algorithms, incorporating human feedback and oversight, and regularly evaluating and updating the algorithms to ensure they are producing accurate results.

An example of how words or phrases can have different meanings depending on context is:

1) the word "bank" can have multiple meanings depending on context. In the context of finance, "bank" is an organization where people and businesses can invest or borrow money change it to foreign money, or a building where these services are offered. However, the word "bank" can also refer to 'sloping raised land, especially along the sides of a river [3]. Without additional context, it can be difficult for an AI algorithm to determine which meaning of "bank" is intended.

2) Sarcasm can be particularly difficult to detect in text, as it often relies on a contrast between what is said and what is meant. For example, consider the statement "Oh great, another meeting." Depending on the tone of voice and context in which it is said, this statement could be either sincere (if the person is excited about the meeting) or sarcastic (if the person is annoyed about the meeting). Without access to additional context or tone indicators, it can be difficult for an AI algorithm to determine whether the statement is meant to be taken at face value or not.

3) In some cases, words can have opposite meanings depending on the context in which they are used. For example, the word "cleave" can mean both to split apart and to stick together. Similarly, the word "sanction" can mean both to approve and to penalize. Without access to additional context or a clear understanding of the intended meaning, it can be difficult for an AI algorithm to accurately interpret these types of words.

To conclude, language is a complex and nuanced system that can be challenging for AI algorithms to accurately interpret and understand. Certain words, phrases, and

expressions can have multiple meanings depending on the context in which they are used, and sarcasm or irony can be difficult to detect in text without access to additional context or tone indicators. As AI continues to play an increasingly important role in fields such as English learning, it is important to recognize its limitations and approach these technologies with a critical eye. While AI can be useful in certain applications, it is not a replacement for human language experts and should be used in conjunction with other forms of language analysis to achieve the most accurate and comprehensive results.

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DIGITAL SOURCES FOR LEARNING ENGLISH IN MODERN EDUCATION

Learning English online, namely with the help of programs, the so-called artificial intelligences, this method has been popular among different versions of the population for a very long time. This online learning of English presents both challenges and opportunities for students and teachers. Exploring the challenges of learning English online, such as lack of face-to-face communication and difficulty motivating, and exploring the benefits of online platforms such as flexibility, access to resources, and

cost-effectiveness, is essential to make the most of an online English course. With the right strategy and motivation, students can take advantage of online platforms and master the English language.

The popularity of online programs and applications in recent years is due to the many benefits they provide. According to Sinaga R. in 2021, namely her paper “Teaching and Learning Languages”, one of the most significant benefits of online English learning platforms is the flexibility they provide. Students can access content and materials anytime, anywhere and at their own pace. This allows students to take control of their learning, making it easier to learn English in their already busy schedules. In addition, online platforms offer a wide range of learning tools and resources such as interactive classes, audio and video clips, and multimedia materials that can help students understand and practice the language better. In addition, when talking about online platforms such as video classes, learners can often interact with other learners and native speakers through social media and discussion forums, which can help improve their English communication skills [4].

Finally, online platforms are often more affordable than traditional English learning methods, allowing students to access quality learning materials without breaking their budget. This is especially helpful for students from low-income countries and regions who may not have access to traditional English learning opportunities.

So, online English learning platforms offer many benefits that have made them increasingly popular in recent years. Speaking about the opposite qualities of these programs, learning English online poses many challenges for both teachers and students. Taking into account the article by Sinaga R. that one of the most important processes is the process of student activity, it is difficult for students in online programs to create an effective learning process that replicates the traditional classroom environment. If we are talking about such platforms as "Zoom", "Skype", "Google class" this is due to the lack of personal interaction and communication between the student and the teacher. Speaking of which, online learning through various programs that you can easily download to your phone can be distracting and cause technical problems that are not present in the physical classroom. These include issues such as slow internet connections or difficulty using technology that can disrupt the learning experience [4].

Generally speaking, the program will not be able to reliably assess the level, abilities and degree of involvement of the student in the material without the possibility of personal communication. As a result, app creators need to be creative and proactive in order to effectively address these issues and create effective learning experiences for their students.

The potential of digital sources to enhance English learning in the classroom is something that has been explored in recent years. For example, Rowe L. found that digital sources can be a “powerful resource for language arts instruction”. The use of digital sources allows students to access a variety of writing styles, formats, and genres, providing them with the opportunity to explore different writing conventions and develop their literacy skills [3].

Additionally, digital sources can also be used to extend student learning beyond the classroom, as they can be used to create dynamic and interactive learning experiences. For example, digital sources can be used to create interactive games and activities that can be used to supplement the instruction of the English language. Furthermore, digital sources can also be used to provide students with feedback on their writing, allowing them to hone their skills and become more proficient in their English language usage. Overall, digital sources offer an array of advantages for English language learning in the classroom, and their potential should be fully explored in order to maximize the learning experience of students [3].

A similar sentiment is expressed by Coiro J. and Castek J. in their 2011 article. The two of them suggest that digital sources are changing the way English is taught and learned in the digital age. This is due to the vast and ever-increasing access to digital sources, apps and tools that enhance the English language learning experience. For example, digital sources provide more interactive and engaging learning experiences such as immersive virtual reality, digital games, and audiovisual resources that are available anytime, anywhere. In addition, digital sources can provide a more personalized learning experience through adaptive learning technologies and the use of artificial intelligence [1].

In addition, these digital sources can be used to provide teachers with useful feedback and understanding of their students' progress. As a result, the use of digital

sources is revolutionizing the way English is taught and learned in the digital age [1].

In short, modern teaching methods use digital sources to learn English in our day and age. Digital sources such as online textbooks, videos, websites and interactive tools help learners make learning more interesting, effective and measurable. These digital resources make learning English easier, faster and more accessible to learners from different walks of life and from different places. Thus, digital sources for learning English are indeed an important asset that today's learners can take full advantage of.

In addition, talking about the exact country, in recent years the effectiveness of online platforms for learning English in Ukrainian schools has been actively studied. Symonenko S. conducted a study to explore how online platforms can be used to improve the teaching of English as a foreign language in Ukrainian schools. Their research focused on the pedagogical implications of using online tools such as videos, multimedia, and interactive classes, in addition to the traditional classroom setting. The study found that the use of online platforms was beneficial in encouraging student participation, increasing motivation, and improving language acquisition [5].

Moreover, the authors noted that the use of online platforms allowed for more personalized learning and increased the amount of time teachers had to spend with individual students. This was especially helpful for weaker students who needed extra support and guidance. In general, the study showed that the use of online platforms for teaching English in Ukrainian schools had a positive impact on the level of language proficiency of students [5].

In recent years, Ukraine has seen a significant increase in the use of digital technologies for educational purposes, and there has been a significant shift towards the use of digital sources for learning English. This shift was studied in the study by Pikilniak A., which compared traditional and digital educational resources in Ukraine. The results of the study showed that digital resources can be used to strengthen the education system in Ukraine. In particular, the study found that digital resources enable students to learn English faster and more effectively.

In addition, the study found that digital resources enabled students to better understand English and provided them with more opportunities for self-directed learning. In addition, the study found that digital sources can reduce the cost of learning English as

well as provide students with greater flexibility in accessing materials. Ultimately, the study concluded that the use of digital sources can have a significant positive impact on the process of learning English in Ukraine and that the use of digital resources can significantly improve the overall education system in the country [5].

In conclusion, it should be noted that digital sources for learning English in modern education are becoming increasingly important. Learners benefit from the many digital sources available as they can choose the most relevant ones to suit their learning goals.

However, people should understand that learning English online has both challenges and opportunities. While face-to-face interaction may be limited, online courses offer flexible schedules, free-time learning, and access to a variety of resources. Digital sources, online programs or applications are a valuable resource for the process of learning English. By being aware of these issues and using the right resources, students can make the most of their online learning experience and learn English successfully.

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**MEDIOS DIDÁCTICOS INNOVADORES:
INNOVACIONES EN LA EDUCACIÓN MODERNA**

El proceso educativo está en constante movimiento y desarrollo, con la aparición de nuevos enfoques, métodos e innovaciones. La educación moderna requiere ciertos cambios, nuevos enfoques de la enseñanza, el uso de la tecnología, etc. Cuando se habla de innovación educativa, es necesario entender el término en dos sentidos: como un proceso de cambio intencionado que conduce a la mejora de los objetivos de aprendizaje o a la mejora del proceso de aprendizaje previo al cambio. Estos cambios pueden producirse a menudo dentro o fuera del sistema de aprendizaje. Un segundo significado es el uso de nuevas tecnologías o un cambio de principios. Todo ello es necesario para mejorar el proceso de aprendizaje, implicar y motivar a los alumnos y mejorar el trabajo de los profesores. Las innovaciones son necesarias para modernizar y actualizar la educación, para "ajustarla" a las exigencias y realidades modernas.

Las innovaciones educativas deben entenderse como novedades que cambian los resultados del proceso educativo, crean o mejoran otros nuevos. Los investigadores distinguen las siguientes innovaciones: sistemas educativos, didácticos y de crianza; contenido de la educación; tecnologías educativas y pedagógicas; métodos, formas y medios de desarrollo personal, organización de la educación y crianza; tecnologías de gestión de una institución educativa y del sistema educativo. Una innovación educativa es una innovación en la actividad pedagógica, cambios en el contenido y la tecnología de la educación y la crianza. Sus objetivos son aumentar su eficacia y su aplicación con éxito en el proceso educativo[3]. El objetivo de la introducción de tecnologías innovadoras es asimilar, desarrollar, aplicar y difundir nuevas ideas, contenidos, métodos y tecnologías

para enseñar a los participantes en el proceso educativo con el fin de lograr un nuevo resultado cualitativo del proceso educativo. Al mismo tiempo, las innovaciones tienen por objeto formar su participación activa en los procesos innovadores, que es un componente importante del éxito de la aplicación del proceso educativo.

El sistema educativo moderno requiere que los profesores comprendan su propia experiencia, desarrollen la capacidad de síntesis de su potencial profesional, la capacidad de adaptar rápidamente sus actividades docentes a las nuevas orientaciones de valores modernos y dominen los métodos. El proceso de introducción de los métodos en la educación se basa en los principios que distinguen a las tecnologías innovadoras, a saber, perspectivas, democracia, humanismo, integridad, realismo, integridad, controlabilidad, eficacia, relevancia; e implica la definición de metas y objetivos, la selección de formas de aplicación, temas y áreas de actividad [3].

Los métodos innovadores eficaces incluyen nuevos métodos de enseñanza, formas de organizar las clases, innovaciones en la organización de los contenidos educativos, así como métodos de comprobación y evaluación de los resultados educativos. Entre las innovaciones más conocidas en el campo de la educación se encuentran las siguientes: organización de las clases (sin destruir el sistema de lecciones en aula); creación de clases de nivel con derecho a pasar a clases de otro nivel; creación de clases especializadas y de orientación profesional; uso de métodos de aprendizaje colectivo con la creación de diversas situaciones de aprendizaje; uso de métodos de juego, como cuestionarios, búsquedas, debates, juegos [2]. Los estudios demuestran que el uso y la aplicación de tecnologías innovadoras en el aula contribuyen a una mejor comprensión del material por parte de los alumnos, a su aprendizaje y reproducción más eficaces, a su aplicación y a una percepción más interesante. Los métodos, técnicas y tecnologías innovadores desarrollan la capacidad de aplicarlos en la práctica, de poder utilizarlos en la vida cotidiana.

Así pues, la esencia del proceso de innovación es la formación y el desarrollo del contenido y la organización de lo nuevo. En general, el proceso de innovación se refiere a las actividades relacionadas con la creación (nacimiento, desarrollo), el desarrollo, el uso y la difusión de innovaciones.

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INTERNACIONALIZACIÓN DEL PROCESO EDUCATIVO DE LOS ESTUDIANTES DURANTE LA GUERRA EN UCRANIA

La invasión militar de Ucrania por parte del país agresor de Rusia es una flagrante violación de la soberanía de Ucrania y del Derecho Internacional que no solo puso en peligro las relaciones humanas, políticas y de seguridad del mundo, sino que también provocó el mayor desplazamiento de población en Europa desde la Segunda Guerra Mundial. Las consecuencias inmediatas de esta guerra para Ucrania son devastadoras en términos de vidas perdidas, ciudades destruidas y familias que se sintieron afectadas por las acciones militares [1].

Desde el comienzo de las hostilidades, casi un tercio de los ucranianos se han visto obligados a abandonar sus hogares. A finales de octubre, más de siete millones de refugiados ucranianos habían cruzado la frontera con otros países europeos.

El 3 de noviembre, las Naciones Unidas informaron que había 7.785.514 refugiados ucranianos registrados en toda Europa [1]. La mayoría de los países que acogen a los ucranianos hacen todo lo posible para proporcionarles alojamiento, alimentos y otros servicios necesarios, así como asistencia humanitaria.

Europa respondió con un apoyo rápido y decidido, y 4,8 millones de personas de Ucrania están registradas para protección temporal en la UE o bajo programas nacionales similares [3]. La UE ha tratado de eliminar muchas de las barreras que enfrentan los refugiados al ofrecer derechos de residencia, permisos de trabajo y acceso a atención médica, escuelas, vivienda y servicios bancarios.

En cuanto al proceso educativo, esta es una pregunta aguda separada, porque un gran porcentaje de estudiantes que terminaron la escuela el año pasado y tuvieron que ingresar a la Universidad se vieron obligados a irse al extranjero.

En respuesta a esta situación, los Estados miembros europeos han ofrecido su apoyo a los refugiados, ayudándoles a continuar sus estudios en circunstancias de emergencia. Mientras que algunas universidades europeas ofrecen apoyo en consultas, vacantes, atención de salud mental, otras se han comprometido a inscribir a los estudiantes, reducir las tasas de matrícula o incluso eliminarlas por completo [3].

Teniendo en cuenta la reacción de Alemania, cabe señalar que de acuerdo con los datos de la plataforma educativa Erudera.com, seis universidades alemanas se ofrecieron como voluntarios para ayudar a los estudiantes ucranianos que llegaron.

La Universidad técnica de Munich anunció apoyo financiero, servicios de asesoramiento, capacitación y una solicitud simplificada para los ciudadanos ucranianos que llegaron. La Universidad Ruprecht Karl de Heidelberg también ha brindado asistencia financiera y planea ayudar a los recién llegados a obtener un permiso de residencia y facilitar otros procedimientos administrativos. Además, la Universidad Ludwig-Maximilian en Munich proporciona servicios de asesoramiento a los estudiantes ucranianos y también establece una Fundación para ellos. Freie Universitaet, una de las principales universidades de Alemania en temas de tierra y Ciencias de la Computación, declaró que aceptará a los ciudadanos de Ucrania, les ayudará a encontrar trabajo y ayuda financiera.

Además del apoyo financiero a través del fondo de ayuda "Berlín-Ucrania", la Universidad técnica de Berlín (TU Berlin) ofreció reembolsar los gastos a los estudiantes ucranianos que estudian en cursos de alemán. Otras universidades de Berlín, como Humboldt-Universität, ofrecen becas y otras oportunidades para que los estudiantes de Ucrania participen en ellas.

A su vez, Polonia permite a los estudiantes ucranianos continuar sus estudios en universidades polacas, y los profesores académicos y profesores podrán trabajar en instituciones de educación superior de Polonia. Además, las personas con conocimientos suficientes de polaco pueden trabajar como maestros para apoyar a los estudiantes que no hablan polaco.

Las universidades de Polonia ayudan a los refugiados ucranianos de diferentes maneras. Por ejemplo, la Universidad médica de Gdansk lanzó la iniciativa "Parteras para Ucrania" para ayudar a las mujeres embarazadas ucranianas. La Universidad de Lodz ayuda a sus estudiantes ucranianos ofreciendo alojamiento en residencias universitarias para familiares de estudiantes que vienen a Polonia. Los estudiantes de la Universidad de Varsovia recolectan suministros médicos y medicamentos para enviarlos a Ucrania. También ofrecen asistencia legal gratuita a estudiantes y estudiantes de doctorado que desean prolongar su estancia en Polonia.

También muchos ucranianos terminaron en España a causa de la guerra. Por ello, las universidades públicas de Castilla y León (una región en el noroeste de España) están dispuestas a ofrecer 100 plazas para la admisión de estudiantes ucranianos en los grados de licenciatura, maestría y doctorado durante este semestre. Los estudiantes de Ucrania recibirán alojamiento gratuito (dormitorio, habitación o apartamento), así como un subsidio mensual para gastos generales de 250 a 500 euros [2].

Por su parte, el gobierno francés ha lanzado un fondo de apoyo de 1 millón de euros para ayudar a los artistas y profesionales del arte ucranianos. Además, el Ministerio ha propuesto una cantidad adicional de 300 mil euros para la admisión de estudiantes ucranianos en colegios y organizaciones del Ministerio de cultura de Francia [4].

Como resultado, se puede afirmar que los diferentes países no se han alejado de la difícil situación en Ucrania asociada con la invasión agresiva del país terrorista y ayudan en varios aspectos de la vida. El proceso de aprendizaje no se ha mantenido al margen,

sino que ha adquirido un carácter internacional, que en cierta medida es positivo para mejorar el conocimiento de los estudiantes ucranianos. Sin embargo, a todos les gustaría que las relaciones internacionales a este nivel se establecieran en tiempos de paz y no en tiempos de guerra.

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EL CRIPTOESPACIO: UNA AVENTURA O UN NUEVO FUTURO ECONÓMICO Y SU GLOSARIO

El mundo está cambiando a gran velocidad, aparecen nuevas realidades que necesitan estar inscritas en el idioma. Con el criptoespacio - una nueva realidad de nuestro mundo globalizado, apareció una gran cantidad de las palabras, expresiones y términos nuevos: Criptomoneda, Bitcoin (protocolo), bitcoin (moneda), Sathosi, Altcoin, Litecoin, Cordano, Seed, Wallet, Blockchain, Minería, ICO, Fork etc. El universo de las

criptomonedas viene repleto de vocablos en inglés. Algunos son ya conocidos entre quienes están familiarizados con las finanzas y la economía en general [2]. El elemento compositivo cripto, que procede del griego clásico y significa ‘oculto’, está presente ya en otras palabras como criptografía, criptograma, etc., en las que este sentido de ‘oculto’ o ‘secreto’ equivale también a ‘protegido’[3]. Las criptomonedas son una forma de intercambio electrónico de valor que está cada vez más ganando popularidad y generando un impacto significativo en el mundo de las finanzas. Para saber orientarse en este nuevo sistema de la criptoeconomía, es importante entender el vocabulario relacionado con el criptoespacio. La blockchain, por ejemplo, es una cadena de bloques que contiene toda la información sobre cada transacción realizada con criptomonedas, mientras que la minería es el proceso de verificación de las transacciones. Los tokens son unidades de la criptomoneda que se pueden intercambiar y los wallets son billeteras electrónicas que permiten el almacenamiento de criptomonedas. Los exchanges son plataformas en línea que permiten a los usuarios comprar, vender y negociar criptomonedas.

Por motivos psicológicos los jóvenes se están abriendo paso en el mundo de las criptomonedas y están siendo una de las principales fuerzas motrices detrás de la adopción de esta nueva forma de intercambio de valor. Los motivos psicológicos detrás de esta tendencia son variados. La primera es el factor de curiosidad. Los jóvenes quieren experimentar con nuevas tecnologías y descubrir nuevas formas de hacer las cosas. El segundo motivo psicológico es el de la aventura. Los jóvenes quieren participar en algo que les ofrezca un alto potencial de retorno y les permita ganar dinero rápidamente. El tercer motivo es la búsqueda de libertad financiera. Los jóvenes quieren tener el control de sus finanzas y no estar atados a los sistemas financieros tradicionales o a sus padres [7].

Las criptomonedas tienen varias características únicas que las hacen atractivas para los jóvenes. Estas incluyen la descentralización, que significa que no hay un único ente que controle el sistema y que todas las transacciones se realizan de manera directa entre dos partes. Otra característica es la seguridad. Las criptomonedas usan una serie de cifrados y protocolos para garantizar que las transacciones se realicen de manera segura. Las criptomonedas también son anónimas, por lo que los usuarios pueden realizar transacciones sin revelar su identidad. Estas características hacen que las criptomonedas

sean atractivas para los jóvenes, que quieren un sistema financiero libre de las limitaciones impuestas por los sistemas financieros tradicionales.

Los países de habla hispana están experimentando un creciente interés en las criptomonedas. En septiembre de 2021 El Salvador fue el primer país en convertir a bitcoin en moneda de curso legal [8]. En la capital de España, Madrid, hay una “calle bitcoin” más larga de Europa, en esta calle algunos negocios permiten las compras con criptomonedas. Según datos recientes, los países hispanohablantes han experimentado un importante crecimiento en el número de usuarios de criptomonedas. En Argentina, Colombia y México, por ejemplo, se estima que hay alrededor de 2,5 millones de usuarios de criptomonedas [10]. Según esta encuesta, entre un 10% y un 12% de los adultos españoles poseen criptoactivos, es decir, uno de cada 10. Del total, los hombres invierten más que las mujeres, un 13% frente a un 10%, y el segmento de población más activo es el de los jóvenes de entre 18 y 24 años. Esto se debe a que hay una mayor conciencia de los beneficios que ofrecen las criptomonedas, como la libertad financiera, la facilidad de uso y la seguridad.

Las criptomonedas son una forma de intercambio digital que ofrece a los jóvenes una oportunidad de hacer una inversión con potencial de retorno a largo plazo. Estas inversiones pueden ser arriesgadas, pero también pueden ser una forma de aventura para los jóvenes que quieren experimentar con nuevas tecnologías y descubrir nuevas formas de ganar dinero. Además, las criptomonedas también ofrecen un nuevo futuro económico para los jóvenes que quieren tener el control de sus finanzas y no tener ninguna relación con los sistemas financieros tradicionales. Por lo tanto, para los jóvenes, las criptomonedas pueden ser una forma de inversión arriesgada, una forma de aventura o un nuevo futuro económico. Ya existe esta realidad virtual con su glosario muy amplio para operar las nociones de ciberespacio en español y otros idiomas, pero hay que acentuar que todavía prevalecen los términos en inglés como es una lengua universal en todo el mundo.

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EL IDIOMA COMO INDICADOR DE LA CONCIENCIA NACIONAL Y LA INFLUENCIA DE LA AGRESIÓN RUSA EN LA ELECCIÓN CONSCIENTE DE LA JUVENTUD UCRANIANA

Por alguna razón, históricamente sucedió que en la mayoría de las regiones de Ucrania (principalmente el sur, el este y la parte central) los niños se criaban en las familias de habla rusa. Sin duda, las clases se daban en ucraniano en las escuelas y otras instituciones educativas, pero aún así, al salir del aula, la mayoría de los alumnos continuaban comunicándose en el familiar idioma ruso.

Según una encuesta realizada en noviembre de 2021 en todo el territorio de Ucrania por orden del Ministerio de Juventud y Deportes de Ucrania: la mayoría de los ucranianos de 14 a 34 años hablaban ucraniano en casa: 49,2 %, solo en ruso se comunicaban en casa 31,4 % de los encuestados, y el resto, tanto en ucraniano como en ruso. Es interesante que el ucraniano sea utilizado con mayor frecuencia por jóvenes de 14 a 19 años (52,7 %) y el ruso por personas de 30 a 34 años (33,2 %) [5].

Pero también hay datos que informan falta de voluntad para comunicarse en ucraniano en la vida cotidiana. La razón principal de este fenómeno es el miedo al ridículo. La confirmación de esto se puede encontrar en el artículo de la autora Olena Yurchenko "Nuestro idioma duele: ¿cómo unir a los ucranianos en torno al idioma ucraniano?", donde las personas compartieron sus experiencias y sus emociones al respecto. Había jóvenes que tenían miedo de parecer divertidos, de hablar en jerga y, en general, de explicar por qué sucedió que ahora hablo ucraniano [3]. Esta es una señal de "falta de frescura" entre el círculo de amigos y un ímpetu para el ridículo.

Pero la situación cambió después del 24 de febrero de 2022, cuando el terrorista internacional Putin y su junta de sangre negra convocaron una operación militar especial para proteger a la "población de habla rusa" de nazis, fascistas, nacionalistas ucranianos que, según dicen, tomaron el poder en Ucrania, persiguen a los ciudadanos rusos y de habla rusa [1]. Desde entonces, cada día son más y más las personas que quieren hablar el idioma del ruiseñor en su vida cotidiana, incluso de las regiones de habla rusa de Ucrania. Esto se puede ver incluso desde las redes sociales. Los blogueros populares dan ejemplo a los demás de que no es una vergüenza cometer errores en la pronunciación o la escritura, lo principal es un deseo sincero real. Y este ejemplo es

seguido tanto por la generación joven como por la mayor.

A lo largo de los siglos, el idioma ucraniano, así como su hablante, el pueblo ucraniano, estuvo sujeto a una gran opresión y prohibiciones por parte de varios estados que diferían según su dominio sobre Ucrania. Hoy, el idioma ucraniano tiene el estatus de idioma oficial del Estado, pero los políticos en el Kremlin y los ucranóforos y rusificadores locales no dejan de menoscabarlo. Por lo tanto, es necesario hacer esfuerzos para que el idioma ucraniano no solo se conserve, sino que también se desarrolle. Vale la pena hablar, escribir, usar en cualquier lugar. Es un idioma de "ruiseñor", pero no se debe llegar a un punto cuando sólo los ruseñores lo "dominen" [2]. Hablar ucraniano significa volver a la propia especie. Es natural que en Ucrania sea necesario comunicarse en ucraniano. Y todo ucraniano consciente comprende la enorme importancia de este paso. Además, el idioma ucraniano ahora se puede escuchar no solo en el territorio de Ucrania, sino también en el extranjero. La guerra dispersó a los ucranianos por todo el mundo, y en las calles o en una tienda de otro país, puedes escuchar fácilmente algo propio, nativo. El idioma identifica a una persona y, en mi opinión, ningún ucraniano querría ser confundido con un ruso en un país extranjero. En primer lugar, es desagradable y, en segundo lugar, puede tener ciertas consecuencias adversas. Según la edición española de Diario de Sevilla, durante el año 2022 el interés por aprender ucraniano creció un 168 %. Además, el número de clases impartidas en la plataforma de aprendizaje online Preply aumentó un 400 % el año pasado. Los estudiantes de Estados Unidos y Polonia son los que "a la cabeza en el aprendizaje de ucraniano" a través de esta plataforma [6]. La demanda de especialistas con conocimiento del idioma ucraniano en el extranjero también está creciendo. Entonces, por ejemplo, ahora España es uno de los países que entrena al ejército ucraniano y se necesitan traductores que hablen ambos idiomas: ucraniano y español. En Argentina también les interesan los profesores que hablen ucraniano, porque en este país hay una gran diáspora ucraniana, pero el idioma que hablan es un poco arcaico.

El presidente de Ucrania, Volodymyr Zelensky, señaló que durante su historia centenaria, el idioma ucraniano ha sufrido repetidamente persecución, prohibiciones y represiones. Sin embargo, gracias a la voluntad indomable del pueblo ucraniano, logró perdurar y consolidarse. Hoy en día, el idioma ucraniano se está volviendo cada vez

más popular entre los jóvenes, está conquistando con confianza el espacio cultural e informativo, el contenido ucraniano está en la radio y la televisión, y las películas, la música y los proyectos artísticos en ucraniano se están volviendo cada vez más populares en Ucrania y en el mundo [2].

Entonces, para mí personalmente, el lenguaje ahora es la posición de una persona. Nuestro deber común es crear más condiciones para el desarrollo integral de la lengua estatal, mecanismos efectivos para su difusión en todos los ámbitos de la vida. En la nueva historia ucraniana que estamos construyendo ahora mismo, el idioma es un elemento muy importante. Esta elección consciente de adoptar el idioma y la cultura ucranianos puede verse como una respuesta a la agresión rusa, ya que muchos ucranianos ven el idioma ruso como un símbolo del imperialismo ruso y una amenaza a la soberanía ucraniana. ¡Al promover el uso del idioma y la cultura ucranianos, los jóvenes ucranianos afirman su independencia y confirman su compromiso con la identidad y el patrimonio únicos de su país! Para los jóvenes, esto no será motivo de vergüenza ni de escarnio, sino por el contrario, de orgullo y grandeza para sí mismos, para su país, para su nación.

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EDUCACIÓN DE LOS REFUGIADOS UCRANIANOS EN EUROPA DURANTE LA GUERRA

Desde el comienzo de una guerra a gran escala en Ucrania, la mayoría de los ucranianos se han visto obligados a abandonar sus fronteras. La gran mayoría de los refugiados entraron primero en los países vecinos al oeste de Ucrania (Polonia, Eslovaquia, Hungría, Rumania, Moldova). Luego, alrededor de 3 millones de personas se mudaron más al oeste a otros países europeos. Los países de la Unión Europea que limitan con Ucrania han permitido la entrada a todos los refugiados ucranianos, y la UE ha aplicado la Directiva de Protección Temporal, que otorga a los ucranianos el derecho a permanecer, trabajar y estudiar en cualquier estado miembro de la Unión Europea por un período inicial de un año.

Los gobiernos de los países de acogida de inmigrantes de Ucrania, entre otras medidas de apoyo, también les ofrecieron la oportunidad de continuar sus estudios en diferentes niveles educativos. Las universidades e institutos extranjeros han comenzado a lanzar programas especiales que brindan becas y otro tipo de apoyo a los estudiantes ucranianos. Sin embargo, existen una serie de problemas a los que se enfrentan los estudiantes en el extranjero: barrera del idioma, doble carga de trabajo, falta de equipamiento técnico para estudiar, distinciones académicas, etc.

Después del comienzo de una invasión a gran escala, las instituciones y universidades en el extranjero comenzaron a crear diversas oportunidades para estudiantes y científicos. Se les ofrece continuar su educación en universidades²³³

occidentales o participar en varios programas educativos. Algunos países (por ejemplo, Polonia o Lituania) también están cancelando o posponiendo las tasas de matrícula y alojamiento para los ucranianos. Los gobiernos de algunos países brindan apoyo financiero adicional a las necesidades de los estudiantes ucranianos e introducen becas para ucranianos. En algunos países, existen programas especiales dirigidos a estudiantes y estudiantes graduados de Ucrania, por ejemplo, el programa Solidaridad con Ucrania, que permite a los estudiantes continuar sus estudios en Polonia [235].

Entre la red de universidades europeas, algunas están tratando de apoyar a estudiantes, profesores y científicos no solo en el campo académico, sino también a través de la organización de ayuda humanitaria. Por ejemplo, la Université Paris Cité francesa brinda apoyo psicológico a los estudiantes que ya han llegado a Francia y recolecta alimentos, artículos de higiene, ropa y medicamentos para enviarlos a Ucrania. A los estudiantes ucranianos se les ofreció continuar sus estudios en Rumania. Incluso aquellos que no puedan confirmar sus resultados académicos y su diploma recibirán una evaluación de conocimientos [0].

Las universidades, colegios y escuelas técnicas alemanas ofrecen cursos diseñados específicamente para refugiados y diseñados para prepararlos para estudiar en Alemania – «Cursos Integra». En el semestre de verano de 2022, 2418 estudiantes ucranianos tomaron «Cursos Integra». Actualmente hay alrededor de 160 cursos Integra para refugiados en instituciones de educación superior alemanas en Alemania.

Los estudiantes de Ucrania pueden estudiar gratis en las universidades estatales de Austria. Estaban exentos de las tasas de matrícula durante 1,5 años. Esta decisión de los austriacos fue un signo de solidaridad con nuestro estado. Posteriormente, a los estudiantes de Ucrania se les permitió no pagar la matrícula para los semestres de invierno 2022-23 y verano de 2023.

1248 niños ucranianos estudian en Castilla y León, el 3% de los que vinieron a España. Según un informe publicado por la Comisión Europea, España es uno de los países de la Unión Europea que más refugiados ucranianos ha registrado en el sistema educativo en los últimos diez meses [0].

Además de la educación adicional y el apoyo financiero, varias universidades promueven el empleo de los estudiantes, brindan alojamiento y comidas gratuitas, y

brindan apoyo psicológico y legal. Varias instituciones ofrecen oportunidades de empleo para científicos y profesores ucranianos. Algunas universidades están desarrollando programas de estudio adaptados en ucraniano para refugiados de Ucrania. Por ejemplo, el Collegium Civitas de Varsovia ha desarrollado planes de estudios adaptados en ucraniano para estudiantes de primer año. Después de completar el primer curso, continúan sus estudios en polaco.

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**INTERNATIONALER AUSTAUSCH ALS DIE METHODE DER MODERNEN
BILDUNG UND AUSBILDUNG**

Die Entwicklung der Kommunikation hatte schon immer ein wichtiger Aspekt beim Lernen und bei der Beherrschung einer Fremdsprache. Hier meinen wir die internationale Kommunikation zwischen verschiedenen Kulturen und Menschen mit unterschiedlichen religiösen, sozialen, ethnischen und bildungsbezogenen Hintergründen, die uns hilft zu verstehen, wie die anderen kommunizieren und die Welt wahrnehmen. Also verstehen wir die internationale Kommunikation als eine der modernsten Methoden, um zu lernen oder eigene Kenntnisse zu verbessern [2].

Kurzfristige Austauschprogramme für Lernende sind heutzutage sehr populär. Sie können nicht nur ins Ausland reisen, sondern auch fremde Menschen und fremde Kultur näher kennenlernen, fremde Sitten und Gebräuche des Reiseziels erfahren. Ein Austauschprogramm hat doch ein bestimmtes Lernziel: die Teilnehmer sollen im vorgegebenen Zeitraum ein genaues Thema untersuchen und am Ende eigene Ergebnisse präsentieren. Auf diese Weise sollten eine neue Ebene des Lernens und der persönlichen Entwicklung ermöglichen [3].

Erasmus+ ist ein Programm der Europäischen Union, das nichtformales und effektives Lernen in den Bereichen Bildung, Jugend und Sport ermöglicht. Es ist bestrebt, den Teilnehmern so viele Möglichkeiten wie möglich zu bieten, wobei der Schwerpunkt auf qualitativ hochwertigem Lernen für das künftige Leben liegt [1, S. 4-6]. Die Teilnehmer können neue Fähigkeiten durch verschiedene Workshops, Vorträge, Spiele usw. erwerben. In diesen Workshops kommunizieren die Teilnehmer aus vielen Ländern miteinander und tauschen ihre Meinungen aus. So können sie diskutieren und eigene Erfahrungen äußern,

dabei auch ihre Kommunikations- und Ausdrucksbarrieren überwinden. Die Teamarbeit wird durch verschiedene Medien und Materialien gefördert. Eine solche Ausbildung steigert die Motivation, das Selbstwertgefühl, die Initiative und die Teilnahme an anderen Projekten [1, S. 39-42].

Meine eigene Erfahrungen und Teilnahme am Programm Erasmus+ lässt mich sagen, dass internationale Kommunikation also wirklich hilft, eine Fremdsprache schnell zu lernen und zu verbessern. Die Kommunikation mit Menschen aus anderen Kulturen regt dazu an, den Blick zu öffnen und über den Tellerrand zu schauen. Solche Lebenskompetenzen stärken das Selbstvertrauen und helfen bei der zukünftigen Arbeitsuche und im Leben allgemein.

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Sprachberaterin: I. Zachepa

AUS MEINER KOMMUNIKATIONSERFAHRUNG MIT EINER FREMDEN KULTUR

Viele Ukrainer mussten wegen des russischen Angriffskriegs ihre Häuser verlassen. Einige

sind in anderen Städte oder Gebieten unseres Landes geflohen, die anderen beschlossen haben, ins Ausland zu fliehen, wie ich zum Beispiel.

Viele Menschen sollten nach Europa, in die USA, nach Amerika und in andere Teile unseres Planeten umziehen. Ich habe mich für die Tschechische Republik entschieden. Die Entscheidung, nach Tschechien zu fliehen, wurde von mir schnell und spontan getroffen, da sich die Lage in meiner Stadt drastisch verschlechterte. Die Anpassung an eine neue Kultur unter Zwangsbedingungen ist wirklich nicht einfach gelaufen, als wenn man eine Urlaubsreise macht.

Kommunikation hat viele Aspekte, darunter sind unserer Meinung nach auch Worte und Handlungen wie auch das Benehmen. Die Tschechische Republik verfolgt eine aktive Politik in Bezug auf den Krieg in der Ukraine: Sie folgt allen europäischen Sanktionen gegen die Russische Föderation, unterstützt die Ukraine aktiv: liefert für meine Heimat nötige Ausrüstung und mögliche Hilfe [1]. Und auch im Land selbst trifft man die Menschen aus dem aggressiven Staat nicht freundlich. Dabei ist zu achten, dass eine kleine Menge von Russen hier auch keine Arbeit finden kann, da die meisten Unternehmen sich weigern, ihnen eine Stelle zu geben.

Um mich wohl in der fremden Kultur zu fühlen, habe ich begonnen, Tschechisch zu lernen, um Tschechen besser zu verstehen. Die tschechische Kultur ist ganz anders als die ukrainische: anderes Essen, andere Musik, andere Menschen. Einerseits sieht es so aus, als ob Tschechisch dem Ukrainischen ähnlich ist. So ist aber nur auf dem ersten Blick.

Die Tschechische Republik ist ein eher kleines Land: Hier gibt es kleine Städte und gepflegte Dörfer mit einer für Europa typischen Architektur. Die Nachbarstaaten von Tschechen sind schöne interessante Ländern, derer Bevölkerung meistens freundlich zu Reisenden sind. Dann habe ich beschlossen, nach Deutschland zu reisen, und zwar nach Dresden. Da ich Deutsch lerne und gut Englisch spreche, finde ich dieses Land warm und gemütlich, weil ich mich hier ganz frei fühle. Die Stadt selbst ist sehr schön und majestätisch, obwohl hier vor einem halben Jahrhundert noch Ruinen liegen. Und jetzt kann man so schöne Architektur genießen. Das lässt uns darauf hoffen, dass unser Land in der Zukunft wiederbaut und noch schöner wird.

Die Deutschen sind sehr ordentlich und pünktlich und halten sich an alle Regeln. Das kann man auf der Straße sehen: Sie halten immer Abstand, halten sich an jedem Stoppschild u.ä.

Unvergesslich sind die deutsche Bauweise und die Liebe von Deutschen zu Ausstellungen und Kreativität. Auf Schritt und Tritt kann man ein Banner mit einer neuen Veranstaltung sehen. So konnte ich ein Banner mit einer schönen deutschen Künstlerin, Cornelia Schlein, mit einem ziemlich markanten Zitat ansehen: «Ich lass mich nicht spannen – lass mich nicht flechten...» [2].

Als Fazit ist es wichtig zu sagen, dass das Kennenlernen mit einer fremden Kultur vor allem für die eigene Identität sehr wichtig ist. Man nimmt etwas Neues für sich selbst auf und wird offener für die Welt. Man kommt dem näher, was man wirklich ist, aber man teilt auch seine Kultur und lernt etwas Neues [3].

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Internationale Beziehungen, öffentliche Kommunikation und Regionalstudien, 309

Sprachberaterin: I. Zacheva

INTERNATIONALE AUSBILDUNG: PERSPEKTIVEN UND ENTWICKLUNGSSTRATEGIEN

Die Ausbildung ist der Prozess des Erwerbs und der Verbesserung von Wissen, Fähigkeiten, Werten, Überzeugungen und Gewohnheiten durch verschiedene Formen kognitiver Aktivitäten wie Wahrnehmung, Aufmerksamkeit, Gedächtnis,

Vorstellungskraft und Denken.

Es gibt verschiedene Formen des Lernens wie das Studium, das Lernen, die Selbsterziehung, der Kurs, die Forschung und die praktische Erfahrung. Dafür stehen viele Lehranstalten zur Verfügung. Zum Beispiel Schulen, Fachschulen, Hochschulen, Universitäten, Arbeitsplätze wie auch Gemeinschaften, wo man formell oder informell lernen kann [1].

Heutzutage ist besonders populär die Ausbildung im Ausland. Es geht leider nicht um die Ukraine. Es gilt vor allem solchen Ländern wie Deutschland und die USA. Es gibt viele Jugendliche und Erwachsene, die diese Länder fürs erwünschte Studienziel haben [3].

Diese Lage ist nicht eingetreten, weil junge Leute in ihrem Land eine schlechte Ausbildung machen könnten. Aber aus dem Grund, dass sie aus ihren Komfortzonen raus möchten, neue Kulturen kennenlernen, neue Menschen treffen und neue Erfahrungen bekommen möchten. Für einige kann das neue Herausforderung mitbringen.

Die Hauptsache liegt doch darin, dass diese jungen Leute eine Möglichkeit bekommen, sich ihren Wunsch zu erfüllen. In fast allen Ländern gibt es verschiedene Programme, Stipendien und Wettbewerbe, die Möglichkeiten für ein Auslandsstudium anbieten. Und jedes Jahr steigt die Zahl dieser Möglichkeiten immer mehr.

Die Ausbildung wird immer internationaler. Darum spielt der Studienaustausch aller Stufen eine immer wichtigere Rolle. In Europa fördern beispielsweise die Sokrates-Erasmus-Programme den Austausch zwischen europäischen Universitäten. Darüber hinaus bietet die Soros Foundation viele Möglichkeiten für Studenten aus Zentralasien und Osteuropa. Programme wie das International Baccalaureate tragen zur Internationalisierung der Bildung bei [2].

Einige Wissenschaftler behaupten, dass die verschiedenen Bildungswege – unabhängig davon, ob ein System besser oder schlechter als ein anderes ist, – oft als das wichtigste und bereichernde Element der internationalen Bildung angesehen werden können.

Darüber hinaus können Studieninteressierte selbstständig Unterlagen sammeln und bei der jeweiligen Institution einreichen.

In Zukunft wird die Entwicklung eines solchen Phänomens wie internationale Bildung zu einer stärkeren Globalisierung und Vermischung der Kulturen beitragen. Dadurch wird die Verständigung zwischen den Völkern gefördert.

Obwohl es einen so negativen Aspekt gibt, auf den viele Soziologen zeigen – die Abwanderung von talentierten jungen Menschen aus unentwickelten Ländern und die Verringerung der Aussichten dieser Länder auf die Entwicklung. Das könnte wirklich ein großes Problem für viele Länder werden [1]. Der Hauptgrund dieses Problems liegt darin, dass diese Jugendliche keine Perspektive in ihren Ländern sehen. Hier könnten sie ihrer Meinung nach kaum was erreichen. Die Behörden dieser Länder sollten selbst die Möglichkeiten für die Bildung und Entwicklung ihrer Menschen schaffen. Sie sollten die Bedingungen zum Wohlstand ihrer Länder verbessern.

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Sprachberaterin: I. Zachepa

REALITÄTEN UND MÖGLICHKEITEN DER INTERNATIONALEN MOBILITÄT

Die Zukunft der internationalen Mobilität wird physische und digitale Erfahrungen kombinieren, damit sie ein breiteres Spektrum von Studierenden erreichen könnte.

Die Zahl der Studierenden im Ausland ist von 0,3 Millionen im Jahr 1963 auf 2 Millionen

im Jahr 2000 und bis zu 6 Millionen im Jahr 2019 riesig gestiegen. Wie zeigen doch die Institutionen, das sind nur 2,6 % der Gesamtzahl von Studierenden weltweit. Die internationale Mobilität wurde auch mit Covid-19 gestoppt. Eine große Menge von Schulen und Hochschulen wurden geschlossen. Das beträgt etwa 1,5 Milliarden Lernende. Die Pandemie hat aber auch gezeigt, wie Online-Lehr- und Lerninnovationen das Potenzial des internationalen Austauschs verändert haben [3].

Das Internationale Institut für Hochschulbildung der UNESCO in Lateinamerika und der Karibik (IESALC) veröffentlichte den Bericht "Moving minds: Chancen und Herausforderungen für die virtuelle Studentenmobilität (VSM) in einer Welt nach der Pandemie" am 28. Februar 2022. Im Bericht wurden die möglichen Schritte für die künftige Entwicklung der Studentenmobilität überlegt. Hier wurde die Meinung angeboten, dass es weiter keine traditionelle Vorstellung über die Studentenmobilität gibt, wenn Menschen physische Grenzen überschreiten mussten. Heutige Gelegenheiten fordern die Demokratisierung der Studentenmobilität, damit ihre Exklusivität überwinden [2].

In der Pandemie-Zeit wie auch heute während des russischen Angriff auf der Ukraine sind die Gelegenheiten entstanden, die Mobilität von Studierenden neu zu konzipieren, damit mehr Studenten von einer internationalen Erfahrung profitieren können, die von sich ändernden globalen Gesundheitseinschränkungen oder politischen Zwängen unabhängig ist und das Wohlergehen des Planeten respektiert.

Die (VSM) wurde auch von der UNESCO IESALC vorgeschlagen. Es wurde geachtet, dass die VSM "eine Form der Mobilität, die Informations- und Kommunikationstechnologien nutzt, um den grenzüberschreitenden und/oder interinstitutionellen akademischen, kulturellen und erfahrungsbezogenen Austausch und die Zusammenarbeit zu erleichtern" definiert wird, könnte den Zugang zu internationaler Bildung verbessern, die Technologie zum Guten nutzen und den ökologischen Fußabdruck der Hochschulbildung verringern [2].

Aus dieser Sicht haben Realitäten und Möglichkeiten von VSM die große Zukunft.

Die unglaubliche Kreativität und Innovation, die während der Pandemie gezeigt wurde, um sicherzustellen, dass Studierende weiterhin vom interkulturellen Austausch mit Hilfe von Informations- und Kommunikationstechnologien (IKT) profitieren können, muss genutzt und weiterentwickelt werden, damit die Mobilität von Studierenden nicht nur

physisch, sondern auch durch virtuelle Modalitäten möglich wird.

Als Schlussfolgerung können wir sagen, dass die Zukunft der internationalen Mobilität bestimmt mit digitalen Möglichkeiten kombinieren wird. Das kann ein breiteres Spektrum von Studierenden erreichen und ein größeres interkulturelles Bewusstsein und Fähigkeiten aufbauen. Da die Studierenden mithilfe der virtuellen Mobilität eine internationale Erfahrung machen könnten, ohne dafür ins Ausland reisen zu müssen, hat die ein hervorragendes Potenzial.

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INTERNATIONALE AKADEMISCHE MOBILITÄT:

WIE IST DIE HEUTE?

Die Internationalisierung des Bildungssystems hat zusammen mit den Globalisierungstendenzen zu einem Anstieg der Mobilität qualifizierter Fachkräfte in der ganzen Welt geführt.

In den verschiedenen Ländern und Regionen manifestiert sich die internationale akademische Mobilität unterschiedlich. Einige Länder sind traditionelle Gastländer für viele internationale Studierende und Lehrkräfte, wie z. B. die USA, Australien, England und Kanada. In anderen Ländern hingegen gehen mehr Studierende und Mitarbeiter ins Ausland als ins Inland kommen, wie z. B. in China, Indien, Vietnam, Kasachstan, Brasilien und Kolumbien [1]. Zu den letzten gehört leider auch meine Heimat – die Ukraine.

In der letzten Zeit geht es etwas anders. Die Studierenden und die Lehrkräfte, die zwar immer noch in die traditionellen Gastländer gehen, schaffen aber eine andere Situation, wenn eine Umkehr der Mobilität in andere Länder wie China, Polen und die Türkei zu beobachten ist [1].

Internationale akademische Mobilität ist die grenzüberschreitende Bewegung (von Studierenden, Graduierten, Forschern und Wissenschaftlern sowie akademischen Gemeinschaften) in Verbindung mit materiellen (z. B., Infrastruktur, Ressourcen, Ausrüstung) und immateriellen (z. B., Ideen, Informationen, Wissen, Fähigkeiten, Emotionen, Vorstellungskraft) Gütern im Kontext der Hochschulbildung. Studienreisen können kurz-, mittel- oder langfristig, physisch oder virtuell, unidirektional oder wechselseitig sein [2].

Es gibt auch viele Faktoren, die die Entscheidung der Studierenden für ein Auslandsstudium beeinflussen. Insbesondere beschränkt der sozioökonomische Zustand die individuellen Möglichkeiten und bestimmt im Wesentlichen die Entscheidung für ein Auslandsstudium. Aus einer Marktperspektive haben einige Studien den wirtschaftlichen Nutzen eines Auslandsstudiums und dessen Auswirkungen auf die Beschäftigung untersucht. Für die Hochschulen ist die operative Kapazität der Einrichtungen von entscheidender Bedeutung, um globale Talente heranzuziehen. Es ist erwiesen, dass das Forschungsniveau, die Größe der Universität, das Land und das Curriculum einen erheblichen Einfluss darauf haben, ob die Studierenden eine bestimmte Einrichtung wie auch Gastinstitution wählen. Die Universitäten sind sehr daran interessiert, ein breites Spektrum an Qualifikationen anzuziehen, da dies potenzielle Vorteile bei der Herstellung von Marktverbindungen und der Förderung des nationalen und regionalen Wirtschaftswachstums mit sich bringt. Die Entscheidung, im Ausland zu studieren, hängt auch mit nationalen politischen Prioritäten zusammen. Die internationale

Studentenmobilität ist ein globales Phänomen, das von wirtschaftlichen, bildungspolitischen und politischen Faktoren beeinflusst wird.

Viele Studien achten auf die positiven Aspekte der internationalen akademischen Mobilität. Dazu gehören die Möglichkeit, innovatives Wissen zu erwerben, die Übertragung von Identität, die Wissensvermittlung, hohe Forschungsergebnisse, größere Chancen auf dem Arbeitsmarkt und ein kürzerer Übergang vom Studium zum Beruf. Wenn es um die Abwanderung von Fachkräften geht, zeigen einige Studien darauf, dass die Mobilität von Fachkräften in einigen Fällen als globales öffentliches Gut angesehen werden kann, das den Wissensaustausch fördert, und dass die Diaspora durch die Herstellung von Beziehungen zwischen Universitäten und Unternehmen zur Entwicklung sowohl der Entsende- als auch der Aufnahmeländer beitragen kann [3].

Forscher und Wissenschaftler gewinnen auch durch internationale akademische Mobilität neue Wissen. Nach dem Zweiten Weltkrieg führten die Regierungen der Vereinigten Staaten, Australiens und anderer Länder Studienprogramme im Ausland ein. Diese Programme zielen auf den Wissenstransfer und den Aufbau lokaler Kapazitäten ab. Bestimmte Studien zeigen darauf, dass hochqualifizierte Personen aus Indien mit Kenntnissen und Fähigkeiten in den Bereichen MINT und Wirtschaft die USA verlassen, wo sie ihre Kenntnisse und Fähigkeiten erworben haben. Andere Studien gehen davon aus, dass implizite Wissen ortsspezifisch sind und während des Auslandsstudiums im Zielland erworben werden müssen [3].

Dies ist der Hauptgrund, warum die Mobilität von Studierenden auch in Zukunft wichtig sein wird.

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LES AVANTAGES DE FAIRE LES ÉTUDES SUPÉRIEURES EN FRANCE POUR LES ÉTUDIANTS UKRAINIENS

En France, l'éducation moderne s'est formée au cours des deux derniers siècles et occupe une place de premier plan dans le monde. Étudier en France est une excellente opportunité pour les Ukrainiens d'obtenir une éducation de haut niveau. Le système éducatif français se caractérise par le dynamisme, la profondeur et l'ampleur des changements intervenus au cours de la dernière décennie [1 : 227].

En France, l'éducation se distingue par une spécificité nationale prononcée. Elle a son propre système spécial de diplômes et de titres scientifiques. Le système éducatif français a pu améliorer significativement les indicateurs quantitatifs et qualitatifs de presque tous les niveaux du système universitaire de recherche fondamentale et appliquée en une période relativement courte. Les Universités françaises occupent des positions assez élevées dans les classements mondiaux, grâce auxquels un diplôme français est très apprécié et permet de réussir sa carrière non seulement dans les pays francophones, mais aussi dans d'autres pays du monde.

Avant l'invasion à grande échelle, le processus d'entrée dans un établissement d'enseignement supérieur français était beaucoup plus compliqué qu'il ne l'est aujourd'hui. La demande d'inscription se composait d'un questionnaire (Dossier blanc), qui devait être rempli en français, et d'un ensemble de papiers. La soumission des documents avait lieu dans la période de novembre à la mi-janvier. Par conséquent, selon la situation, le candidat devait présenter soit des relevés de notes avec les notes des deux dernières années scolaires et du dernier semestre de l'année en cours, soit un certificat d'admission dans un établissement d'enseignement supérieur en Ukraine et un livret de notes. De plus, le

demandeur devait ajouter une copie du certificat de naissance ou du passeport étranger valide à son dossier. Tous les documents devaient être traduits en français, et certains d'entre eux devaient être notariés ou apostillés [2].

Actuellement, le système d'admission dans les établissements d'enseignement supérieur est en grande partie simplifié. Comme tous les pays de l'UE, le 4 mars 2022, la France a activé le système exceptionnel de protection temporaire pour les réfugiés ukrainiens. Il s'agit d'une protection internationale immédiate qui s'applique à tous, y compris aux étudiants [3].

Aujourd'hui, les établissements d'enseignement supérieur français ne demandent pas de traductions de documents ou leurs originaux aux étudiants ukrainiens. Pour des études en français aux niveaux licence et Master, le niveau B2 est souhaitable et souvent nécessaire. Certains établissements d'enseignement supérieur français peuvent exiger un niveau supérieur, C1 ou C2, pour des formations spécialisées (droit, médecine, etc.). De nombreuses Universités ont créé des programmes gratuits pour apprendre la langue française aux étudiants ukrainiens qui peuvent même bénéficier d'une bourse. De plus, il existe de nombreux programmes éducatifs en anglais, ce qui facilite grandement l'apprentissage si vous n'avez jamais étudié le français. L'enseignement est gratuit en France, sauf si vous voulez entrer à un établissement d'enseignement privé.

Une formation supérieure faite en France permettra aux étudiants ukrainiens d'obtenir un diplôme international (avec un Master ou un doctorat) et, par conséquent, un emploi souhaité partout dans le monde. Aujourd'hui, les études supérieures à l'étranger peuvent devenir réalité. C'est sans doute une merveilleuse opportunité, une occasion favorable qu'on peut essayer de saisir si vous séjournez en France.

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