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Зростаємо разом – викладання з вірою та стійкістю: матеріали 27-ї Міжнародної науково-практичної конференції (англ. мовою), Івано-Франківськ, травень 2025 р. / уклад. І. Малишівська, О. Білик, Н. Пилячик. Івано-Франківськ, 2025. 422 с. Електронне видання.

Збірник містить матеріали 27-ї Міжнародної науково-практичної конференції «Зростаємо разом – викладання з вірою та стійкістю» (травень 2025 р., м. Івано-Франківськ). Захід організовано за ініціативи ГО «TESOL-Україна» спільно з кафедрою англійської філології факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника.

До видання увійшли дослідження викладачів закладів вищої освіти, вчителів англійської мови ліцеїв та коледжів України, а також студентів, які представили власні наукові розвідки. Тематика публікацій охоплює актуальні питання лінгвістики, перекладознавства, літературознавства й методики викладання англійської мови із фокусом на використанні інноваційних інформаційно-комунікаційних технологій в умовах сучасних викликів.

Збірник буде корисним для науковців, викладачів-практиків, здобувачів освіти різних рівнів, а також усіх, хто зацікавлений у викладанні та вивченні англійської мови як іноземної.

Відповідальність за достовірність викладеного матеріалу, відсутність плагіату, коректність висновків, правильність цитування наукових джерел і посилання на них несуть автори публікацій.

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PREFACE

We are proud to present this Collection of papers of 2025 TESOL-Ukraine National Convention "RISING TOGETHER – TEACHING WITH HOPE AND STRENGTH", compiled by the members of the Association. This volume brings together a wide range of contributions that reflect both the professional expertise and the creative resilience of our teaching community.

The papers in this Collection showcase the successful implementation of new teaching methods and technologies during particularly challenging times. They offer valuable insights into how our educators have adapted to change, embraced innovation, and remained committed to providing high-quality English language instruction. By sharing these experiences, our members not only contribute to the professional development of their peers but also strengthen the collective knowledge and practice within the Association.

Of special significance are the papers in which teachers reflect on their participation in international events and conferences and share their presentations. These contributions demonstrate the Association's active engagement in the global professional community and provide a window into current international trends and approaches in English language teaching. The reflections inspire continued learning, motivate participation in global dialogue, and promote a culture of collaboration and growth. We are especially privileged to include in this volume a number of papers written by students, presented side by side with those of their teachers. This joint publication represents a meaningful collaboration between educators and learners, highlighting the strength of mentorship and the success of the teaching process. It celebrates the students' academic achievements and recognizes their ability to think critically, communicate effectively, and contribute to scholarly discourse.

This collection is more than a record of professional activity; it is a testament to the shared commitment, passion, and progress of our community. We hope it will serve as a source of inspiration, reflection, and further development for all who engage with it.

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PART 1 – VOICES OF EXPERIENCE

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TRAINING FUTURE TRANSLATORS TO NAVIGATE CULTURAL BUMPS

In an increasingly globalized world, translation extends beyond linguistic proficiency; it requires cultural competence. One of the most significant challenges translators face is navigating cultural bumps (CBs) – situations where cultural differences lead to misunderstandings or misinterpretations. CBs arise when individuals from different cultural backgrounds encounter unexpected behaviors, values, or norms that differ from their own. Training future translators to identify and address CBs is crucial to ensuring accurate and culturally appropriate translations. According to Archer, a culture bump refers to the situation in which a person has preconceived notions about how another individual will behave in a given context, yet experiences a divergence from those expectations when engaging with someone from a different culture (Archer, 1991). They can manifest in everyday interactions, business negotiations, literary translation, and media localization. When translators fail to recognize CBs, the risk of mistranslation or misrepresentation increases, leading to communication breakdowns, misinterpretations, or even offense. CBs can be classified into several categories: linguistic; behavioral; conceptual; religious and ethical; historical and political. A lack of awareness of these differences may lead to translations that unintentionally offend or misrepresent a group's historical narrative.

Training future translators to recognize and navigate CBs is essential for several reasons: 1) ensuring accuracy and cultural appropriateness. Being linguistically correct but culturally inappropriate, a text can lead to serious miscommunication. Recognizing CBs helps translators produce texts that are both accurate and contextually suitable; 2) avoiding misinterpretation and offense. Being unaware of cultural sensitivities, translators might produce offensive translations. As colors, symbols, and metaphors have different meanings across cultures, failure to

recognize this can result in unintended negative connotations; 3) enhancing professional competence. Being mediators or bridges between cultures, translators are sure to have cultural competence that is an invaluable skill in translation and interpretation. Translators understanding cultural nuances and having this skill set a competitive advantage in the job market, and 4) facilitating effective cross-cultural communication. Understanding CBs allows translators to bridge gaps between different communities, facilitating smoother communication in diplomacy, business, and media translation. Each translator is certain to be able to identify a culture bump, regulate their emotional reactions to CBs, understand personal expectations and how to fulfil the implications of those expectations, and express their interpretations during dialogues with others (Archer, 2001).

To effectively handle CBs, we would recommend future translators conducting thorough research as understanding the cultural background of both source and target audiences is essential; consulting native speakers because seeking feedback from native speakers can help ensure cultural appropriateness; remaining open-minded and flexible as thus it is possible to be adaptable and aware of potential biases is crucial for effective cross-cultural communication; and using cultural adaptation strategies, i.e. domestication (adapting content to fit the target culture) or foreignization (maintaining cultural distinctiveness) depending on the context.

All in all, cultural bumps are an inevitable part of translation work. Training future translators to recognize and manage these challenges is essential for producing translations that are accurate, culturally sensitive, and effective. By incorporating cultural awareness into translator training programs through case studies, role-playing, and contrastive analysis, students can be better prepared for the complexities of cross-cultural communication, more competent in their profession and as a result will be more competitive in the job market.

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ENHANCING UNIVERSITY LEARNING THROUGH GAMIFICATION

Abstract. The power of gamification in the university teaching process lies in its potential to enhance traditional pedagogical approaches by increasing student engagement, motivation, and participation. By incorporating game elements, instructors can foster deeper involvement and promote active learning. In the context of higher education, where autonomous learning and critical thinking are essential, gamification offers a structured yet flexible framework that supports both. It enables students to receive immediate feedback, engage in collaborative or competitive learning environments, and track their own progress toward clearly defined learning outcomes. Research indicates that well-designed gamified systems can contribute to improved academic performance, better retention of complex material, and heightened intrinsic motivation among university students. However, effective implementation requires alignment with curricular goals and consideration of learners' diverse preferences. When strategically applied, gamification serves as a valuable pedagogical tool for creating more dynamic, student-centered university learning experiences.

Introduction. Gamification, the use of game design elements in non-game contexts, has emerged as a promising strategy in higher education. As universities seek innovative ways to increase student engagement and learning outcomes, gamification offers a solution that aligns with contemporary digital habits and learning preferences. This paper explores the theoretical foundations, and practical applications of gamification in university-level teaching.

Gamification is grounded in theories of motivation, particularly Deci and Ryan's Self-determination theory, which emphasizes autonomy, competence, and relatedness. This theory starts with two assumptions that human beings strive for growth, and internal sources of motivation are essential. In order to achieve growth, students need to feel autonomous, competent and connected with others (Chris Drew, 2023).

Game elements can support these needs by providing clear goals, immediate feedback, and social interaction. There are many other theories that support gamification in terms of promoting learning. For example, constructivist emphasize active participation and the construction of knowledge through experience. Knowledge is not simply transferred from the external world into a student's memory; rather, students must interpret external input through the lens of their personal experiences (Schunk, 2012). As a result, the knowledge and meaning constructed by one individual may differ from that of another (Schunk, 2012). Therefore, learning materials should be carefully selected to ensure they enable students to draw on their prior knowledge and experiences, thereby facilitating meaningful learning and the construction of new knowledge.

Numerous case studies demonstrate the effectiveness of gamification in higher education settings (Subhash & Cudney, 2018; Alonso-Sánchez & Alonso, 2025; Hanus & Fox, 2015; Dichev & Dicheva, 2017). For instance, gamified learning platforms in engineering and business courses have shown increased attendance, higher test scores, and more consistent participation. Meta-analyses suggest that gamification, when aligned with course objectives, can significantly enhance motivation and retention. The studies collectively suggest that when gamification is

thoughtfully integrated into higher education curricula, it can significantly enhance student motivation and retention (Sailer & Homner, 2020; Li, Ma, & Shi, 2023; Zhang & Zhonggen, 2023).

Despite its benefits, gamification is not without challenges. Poorly designed gamified experiences can lead to superficial engagement, demotivation, or learner fatigue. It is essential to maintain academic rigor and ensure that gamification enhances rather than overshadows content. Successful gamification in higher education involves careful design and integration into course structures. Key strategies include: defining clear learning outcomes linked to gamified tasks; using digital platforms for progress tracking and feedback; incorporating collaborative challenges to build peer engagement; ensuring optionality and inclusivity to respect diverse learner preferences (Mitr Learning & Media, 2025).

Gamification holds significant promise for revitalizing university education by making learning more engaging, interactive, and meaningful. When applied thoughtfully, it can support a learner-centered approach that aligns with the evolving expectations of university students and the demands of modern pedagogy.

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EMOTIONAL RESILIENCE AND ADAPTIVE STRATEGIES IN EFL TEACHING DURING WARTIME

Wartime realities create serious challenges for English as a Foreign Language (EFL) teachers and students. This paper discusses the importance of emotional resilience for teachers and offers practical adaptive strategies to help continue effective EFL teaching during conflict.

War affects all aspects of life, and education is no exception. Teachers and students often experience stress, fear, and instability. These emotional pressures make teaching and learning much harder. In such conditions, emotional resilience, the ability to recover from difficulties, becomes vital for EFL teachers. At the same time, traditional teaching methods must be adjusted to meet the needs of learners living through trauma. Teachers in wartime may face personal loss, forced relocation, or constant danger. These experiences can cause burnout, anxiety, or depression. Emotional difficulties directly affect the quality of teaching and the atmosphere in the classroom. To remain effective, teachers need strategies to strengthen their resilience. Helpful practices include self-care routines, mindfulness exercises, peer support groups, and access to professional counseling. Building emotional strength helps teachers stay motivated and provide emotional stability for their students.

Teaching during wartime requires flexible and sensitive approaches. Some important strategies include:

Trauma-Informed Teaching: Teachers should create a safe, stable environment. Clear routines, positive communication, and flexibility with deadlines can reduce students' anxiety (Carello & Butler, 2015).

Culturally Sensitive Methods: Recognizing students' backgrounds and experiences builds trust and helps them feel respected.

Social-Emotional Learning (SEL): Including activities like storytelling, role-playing, or emotional check-ins during lessons can help students express feelings and practice language skills at the same time.

Using Technology: Online resources, mobile learning apps, and recorded lessons allow students to continue studying even if traditional classes are disrupted.

Conclusion. Emotional resilience and flexible teaching strategies are key for EFL education in wartime. By supporting teachers' emotional health and adapting teaching practices, it is possible to maintain effective language learning even in the most difficult times. Further research should explore long-term impacts of these strategies and develop new models for crisis education.

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INTERCULTURAL PARTNERSHIPS IN LEGAL ENGLISH EDUCATION

In today's globalized legal environment, the teaching of Legal English is no longer confined within national borders. Teachers of Legal English from different countries are increasingly engaging in cross-cultural collaboration to enhance their pedagogical methods, share best practices, and foster mutual understanding of diverse legal systems.

The collaboration between Ukrainian and American teachers of Legal English represents a valuable cultural and professional exchange that strengthens legal education in both countries. Through joint projects, workshops, and academic exchanges, educators from Ukraine and the United States work together to improve the teaching of Legal English and promote a deeper understanding of both civil law and common law traditions.

One of the main ***advantages*** of such collaboration is the exchange of knowledge regarding different legal traditions – common law, civil law, and hybrid systems. This allows teachers to prepare students for international legal careers by

exposing them to varied legal terminologies, courtroom procedures, and professional ethics. For instance, a Ukrainian Legal English teacher collaborating with a US counterpart may introduce students to both EU-influenced legal vocabulary and traditional common law structures.

Ukrainian legal education is rooted in the civil law system, with strong influences from European legal traditions. In contrast, American legal education is based on the common law system, which emphasizes precedent, adversarial procedure, and case analysis. When teachers from these two backgrounds collaborate, they bring different approaches to legal reasoning, terminology, and classroom practice. This diversity enhances the learning experience for students and teachers alike. Cultural collaboration also helps educators understand how law is perceived and practiced differently across jurisdictions. These insights are crucial when teaching topics such as contract drafting, dispute resolution, or legal writing. By analyzing culturally specific case studies and legal documents, teachers can illustrate the importance of context in legal interpretation.

Furthermore, international workshops, webinars, and co-authored research projects enable educators to build a global community. Initiatives like US or EU-funded legal education networks, the Global Legal Skills Conference, or projects under the Erasmus+ program offer platforms for joint curriculum development and teaching innovations. For example, Ukrainian teachers often focus on formal legal texts, legislation, and doctrinal analysis. American teachers, on the other hand, may emphasize case law, legal argumentation, and interactive methods such as the Socratic method. When these two teaching cultures meet, they create a more balanced and international approach to legal English.

Joint seminars and exchange programs – such as those supported by the U.S. Embassy in Ukraine, Fulbright, or university partnerships – provide opportunities for Ukrainian and American teachers to co-teach classes, develop new curricula, and publish research together. These projects not only improve language skills but also introduce students to real-life legal contexts from both countries.

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USING JOURNALING FOR CREATIVITY AND SELF-EXPRESSION DEVELOPMENT

Journaling is a valuable tool in English classes which helps to boost students' writing skills, develops creativity, and self-expression. There is plethora of internet resources dedicated to developing journaling, giving step by step instruction how to start, to arrange and to make it consistent. There might be various types of journaling implemented in the classroom, among the most popular are personal journaling, memory, reflective, gratitude, bullet, art journaling (Greenawald, 2021).

By encouraging consistent practice, it promotes writing fluency as regular journaling helps students write more naturally and confidently, focusing on ideas rather than grammar. Moreover, offering relevant and thought-provoking topics and creating appropriate routine and atmosphere it lowers anxiety providing a space for personal reflection. It is closely connected with positive psychology and effective for learning more about your thoughts, attitudes and processing your emotions.

Khramtsova I. & Glascock P. (2010) mentioned in their article "*Outcomes of an integrated journaling and mindfulness program on a US university campus*": "As an activity, journaling shares some characteristics of mindfulness: It helps sharpen your focus. It turns your attention inward. It can be used to increase positive thoughts. It can be used to decrease negative thoughts. It is easy to implement. It has little or no cost. It can be performed anywhere. It can be performed at any age".

To integrate journaling as class activity, we conducted an 8-week experiment with foreign languages department student's subgroup of 9 participants writing weekly journal inputs during the ESL classes. The idea was to write in class, doing it each Wednesday at the end of the class to develop routine and foster consistency.

Students were given some of the following writing prompts and themes: *Write about a list of simple things you can do to make you feel better. Write about everything you would do if you had all the time in the world. Describe what you love about your morning and evening routines. Write about the 3 most memorable gifts you've received in your life. What made them so special? Write about a culture that you find fascinating. What attracts you to that region?* (Nowak, 2022) Peer sharing was encouraged and all students were willing to read their writing responses which developed atmosphere of trust and creativity.

At the end of the experiment, during the last class students were given an evaluation form including the open-ended questions: *I like/don't like journaling because… It helped me to… Doing journaling I realized that….* in which they could express their thoughts. Having analyzed the responses we found out that students consider journaling to be a powerful positive psychology technique, as the suggested topics help students to analyze their emotions, actions and preferences, organize thoughts clearly and look at inner selves. Moreover, it showed them the different perspective in writing, as the main focus was on fluency rather than accuracy, lowering anxiety and promoting creativity. The peer sharing, in their opinion fosters safe and positive environment and builds rapport with fellow students and a teacher.

Overall writing is considered a challenging activity which is connected with stress and anxiety. "To a preponderance of EFL learners, nothing is more discouraging than doing a writing task and knowing that it will come under the eyes of the teacher, who will consider it as a source of errors to be corrected" (Luu Trong Tuan, 2010). However, when it is done as a part of formative assessment, focusing on process, highlighting ideas rather that correcting errors it helps to lower anxiety and boost creativity. Setting particular day, period of the lesson and time limit helps to develop routine and consistency while clear expectations let students know that journals are a space for free expression, not formal assessments.

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AI TOOLS IN THE ENGLISH LANGUAGE CLASSROOM AT A SECONDARY SCHOOL

In recent years, the integration of artificial intelligence (AI) tools in English as a foreign language teaching has emerged as a transformative force across both online and classroom-based environments. Innovative platforms such as magicschool.ai redefine traditional teaching approaches by harnessing technology to motivate learners and make lessons more engaging. Our experiences of implementing tasks, which expect students to use AI and share their results with peers, can significantly enhance English language teaching, making it more efficient and tailored to individual student proficiency level and preferences.

Clothes (PEPARE 6 UKRAINIAN EDITION UNIT 9)

Language

Complete the table with the information about your clothes. Use the words from the boxes.

cotton wool leather silk fur polyester plastic cork metal	
bright	blue red pink yellow grey green black purple brown white orange
pale	

	How many?	What colour?	What made of?
boots			
gloves			
trainers			
scarf			
sunglasses			
tie			
jumper			

Write about your favourite clothes. You can use the following

I've got a _____

I bought it /them _____

I often wear it /them to _____

I never put it /them on when I go to _____

It is/ They are made of _____

Its/Their colour is _____

AI works for you

1. Use your sentences to generate an image of an item of clothes (type them in "Describe what you'd like to see" box). Choose the image that best fits your description. Follow the link https://app.magicschool.ai/tools/image-generator or scan the QR code to access the AI.

2. Choose the image that best fits your description. Save it. Repeat the procedure for your other item. 3. When you have four images, you are ready for a conversation	

Share

Your partner is going to show you their images. Chose the one you like, compliment and ask a few questions. Then show your pictures and answer your partner's.

AI-driven platform facilitates personalized learning by dynamically adjusting content created by students to meet their language proficiency levels. This tailored approach not only motivates learners but also supports differentiated instruction in diverse classroom settings.

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DEVELOPING A WEBSITE AS A COLLABORATIVE EFL PROJECT: A TEACHER'S PERSPECTIVE

This paper addresses the development of 21st-century skills in pre-service English as a Foreign Language (EFL) teachers through collaborative project-based

learning (PBL). It describes an innovative approach that uses the free no-code website builder WordPress.com to help students develop essential skills necessary to support their future careers as EFL teachers. The project, carried out by second-year students, resulted in a tangible product – the *EnglishAlley* website (EnglishAlley, n.d.).

Equipping students with essential 21st-century skills has become a key priority in modern education systems worldwide (Erdem, 2019). They are typically divided into three main categories: learning skills, literacy skills, and life skills. The twelve most important abilities include critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills. These skills are highly interconnected because each one reinforces and complements the others. As they are closely intertwined, it is crucial to develop them not in isolation (iCEV, n.d.). Addressing this issue, Bell (2010) suggests PBL as an effective method because it provides meaningful opportunities for students to engage in tasks that reflect real-life challenges. It enhances student-centered instruction, helps develop both communicative and soft skills, and prepares learners for effective teamwork with their colleagues in the future (Bell, 2010).

To incorporate 21st-century skills into EFL instruction, a group of 10 second-year students was assigned a collaborative digital project, which was to be completed over the course of 3 months. The task involved creating an English-language website using WordPress to provide information to prospective applicants about the Faculty of Foreign Languages and student life. Students had the autonomy to organize their work, assign roles, and collaborate on content creation, including writing articles and adding visuals.

As a teacher, I had three main expectations: 1) students would use their English language skills in a meaningful context; 2) they would develop their digital literacy by working with the real-world tool WordPress; 3) they would learn to collaborate effectively within a group. Students' progress was monitored through biweekly reports, and they received feedback accordingly.

Despite facing significant challenges such as free-riding, misunderstandings, disagreements, missed deadlines, lack of motivation, unequal individual contributions, and procrastination, the students successfully developed a fully functional English-language website, *EnglishAlley*. To fairly evaluate each student's participation in the collaborative project, they were given the opportunity to anonymously assess their peers based on several key aspects: contribution (sharing ideas, information, resources), motivation (demonstrating interest and enthusiasm), quality of work, time management, team support. Each criterion was rated on a scale from 0 to 5 points.

In conclusion, incorporating collaborative website development into EFL instruction has significant pedagogical benefits. It enables students to apply their language knowledge in authentic contexts while actively developing 21st-century skills.

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SONGS IN ELT

Songs are a valuable strategy that teachers can use in lessons to develop listening skills, reinforce grammar and collocations, and teach phonetics. Selecting tasks carefully and using songs in lessons, we can engage auditory, visual and kinaesthetic learning processes to help students learn more effectively and with greater enjoyment.

Starting and finishing lessons in primary school with songs, we create not only a positive atmosphere, but also a necessary routine that helps overcome everyday stress, caused by the war. We can encourage our students to listen to the songs a lot of times, and they will have both fun and revision of the structures we want them to learn.

Songs we choose must be appropriate to the age of the students and to their level of English. With young learners, it is also important to keep the following in mind:

- the lyrics should be about students' everyday objects;
- the melody and the speed should be simple and easy to remember;
- there should be a lot of repetition, so that students can hear the phrases more than once;
- think about using TPR (mime, gestures, movements) while singing;
- a song video will create visual support and adds positive emotions.

To encourage students to sing the same song more than once in the same lesson, each time change the tasks slightly. For example, ask students to sing in a different way – quietly, loudly, seriously or happily. Create a competition between boys and girls. Assign different parts of the song to different groups or students. You may even ask students to show flashcards with the things mentioned in the song when they hear them.

With older students, we use songs to develop listening skills and to practice grammar structures or vocabulary. In addition, working with song lyrics helps to improve their reading and speaking skills. Students will appreciate it if we use modern songs, but it is really important to choose them thoroughly, checking the meaning of the vocabulary in advance.

There are three main stages of work with songs at the lessons.

1. The pre-listening stage helps to introduce the key vocabulary and to prepare students for the listening task. Examples of activities: name the things you can see in the picture; write down as many words as you can on the given topic; explain the words using pictures; read the definitions and guess the words they describe; read the list of words and predict what the song is about. Watch the part of the video to the song and ask your students to predict the content of it. To practice grammar, give the students the lyrics with mistakes and ask them to find and correct them, but don't forget to tell them what kind of mistakes they have to look for. Give the students a part of the song and ask them to write the verbs (adjectives, etc.) in the correct form. If the song is written in the past tense, you may give your students lyrics written in the present and ask them to change all the verbs to the past tenses.

2. During the while-listening stage students check their predictions or the changes they have made in the lyrics. Other possible activities are: put the lines of the lyrics in the correct order; highlight extra words in the lyrics; fill in the missing words into the text; write down all the verbs (nouns, adjectives, adverbs, etc.).

3. The after-listening stage gives the opportunity to use the words and structures from the song in different contexts. You can discuss the ideas of the song or the video clip that could be made for the song. And, don't forget to sing the song together. It is one of the best ways to finish the lesson.

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DEVELOPING NETWORKING SKILLS THROUGH EXPERIENTIAL ROLE-PLAY IN ENGLISH LANGUAGE EDUCATION

In today's global business environment, networking is not just a soft skill – it is an essential professional competence. Within our university's Business Communication course, the topic of "Networking" is introduced not only through traditional instruction but also through innovative, experiential methods. One of the most effective strategies we use to teach this topic is the integration of short role plays in real-life contexts. This academically supported approach allows students to move beyond theory and actively engage in situations that mirror real-world professional interactions. A study by Ishak and Abdul Aziz (2022) shows that role-play significantly improves communication among ESL learners. Similarly, Rajindra (2022) emphasizes the value of role-play in developing confidence and business interaction skills in Business English classes. Moreover, Mandasari (2018) and Thongmak (2020) highlight how role-play in English-for-business settings boosts learner engagement and authentic language use. These insights are underpinned by Kolb's experiential learning theory (1984), which emphasizes the role of real-life practice in skill development.

The learning process begins with watching and discussing educational videos focused on networking techniques, etiquette, and strategies. These materials introduce essential vocabulary and practical advice, such as how to greet new contacts, initiate and maintain small talk, exchange business cards, and follow up to keep in touch. After internalizing these models, students work in pairs or small groups to prepare their own networking dialogues. These dialogues are then filmed in public places such as university cafeterias, co-working spaces, or libraries. The

choice of location is deliberate – being surrounded by people and everyday distractions mimics the real-life networking situations students will eventually face in their careers.

Filming role plays in public spaces provides a powerful experiential dimension to the course. It challenges students to think on their feet, adapt their communication styles, and build confidence in social settings. After recording, we watch the videos together in class, reflecting on both verbal and non-verbal communication. Students learn not only how to express themselves clearly, but also how to listen actively, ask meaningful questions, and find common ground with others – all foundational elements of successful networking.

By combining video learning, vocabulary development, structured practice, and real-world simulation, the Business Communication course offers a holistic method for developing networking skills. Students not only learn how to navigate professional social interactions but also become more self-aware and strategic in how they present themselves. This immersive and reflective process ensures that they are not just taught about networking – they are trained to do it. Students have responded positively to this approach, frequently noting improvements in their speaking confidence, a better grasp of vocabulary in context, and a stronger ability to initiate and maintain professional conversations. Many also appreciate the practical value of rehearsing real-life scenarios in authentic settings, as it helps reduce anxiety in future business interactions. They find the task engaging and motivating, and the opportunity to watch and evaluate their own performances encourages greater self-awareness and growth.

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A SPECIFIC IN TEACHING ENGLISH FOR CADETS OF THE MILITARY LYCEUM

Teaching English to cadets of military lyceums requires a unique pedagogical approach that includes general language instruction , military-specific content and discipline-focused methodologies. These young individuals are not only students but also future military officers who must develop communication skills suitable for both academic and professional military environments. My article explores the specific features, challenges, and effective strategies for teaching English to cadets in military educational institutions.

Cadets at a military lyceum typically range between the ages of 16 and 17. They are in the process of forming their professional identity, and their training includes both academic and military components. As future servicemen, they require English not only for general communication but also for reading technical manuals, following commands, understanding international military cooperation, and participating in military-led operations.

The English curriculum plan for cadets should reflect both general language learning outcomes and specific military language competencies. These include:

- Military terminology and jargon
- Command structures and protocols
- Communication during drills and operations
- Reading comprehension of military texts and manuals
- Writing reports and formal correspondence

The curriculum should also align with international standards such as STANAG 6001 (NATO Standardization Agreement on Language Proficiency), aiming to prepare cadets for multinational cooperation.

Teaching cadets presents unique challenges:

- **Discipline and Hierarchy:** Cadets are trained to follow orders and maintain discipline. While this can facilitate classroom management, it may limit open communication and spontaneous language use.
- **Motivation:** Not all cadets are equally motivated to learn English. Some may see it as secondary to their military training.
- **Time Constraints:** Military schedules are often rigorous, leaving limited time for in-depth language practice.
- **Psychological Pressure:** The demanding nature of military life can cause stress, affecting learning outcomes.

Teachers should choose effective strategies for cadets. These strategies must include:

- **Task-Based Learning (TBL):** Simulate real-life scenarios such as giving orders, reporting to a superior, or coordinating a mission.
- **Content and Language Integrated Learning (CLIL):** Combine English lessons with military content (e.g., history of NATO, geography of conflict zones).

- **Role Plays and Simulations:** Encourage interactive activities that reflect military life.
- **Technology Integration:** Use apps, e-learning platforms, and simulations to enhance vocabulary and comprehension.
- **Blended Learning:** Combine face-to-face teaching with online assignments and interactive exercises.

Teaching English in military lyceums requires possessing up-to-date knowledge of military ranks, equipment, weaponry and international peacekeeping. The grammatical content should be oriented toward the study of topics such as:

- Giving and understanding commands (imperatives)
- Describing past events (past simple, past perfect)
- Reporting information (indirect speech)
- Making formal requests (modal verbs, conditional structures)

Assessment should include both formative and summative methods:

- Oral examinations (reporting, giving orders)
- Listening comprehension using military recordings
- Written reports and operational plans
- Peer and self-assessment to build autonomy

Teaching English should also promote intercultural competence. Cadets must understand the cultural norms and communication styles of their potential international allies. Role plays simulating multinational missions can foster cultural sensitivity and adaptability.

Teaching English to cadets in a military lyceum is both a challenge and a privilege. By tailoring instruction to their unique needs, educators can equip future officers with the linguistic tools necessary for both national service and international collaboration. The integration of military content, task-oriented activities, and

cultural awareness into English instruction ensures cadets are prepared for the globalized demands of modern military service.

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ANALYSING PUPILS' DIFFICULTIES IN WRITING RESEARCH PAPERS

Scientific work is an important stage in the learning process, which contributes to developing analytical thinking, research skills and the ability to analyse information critically. However, today's learners face several challenges that can make it difficult to write high-quality research papers.

The results of the second stage of the English Language and English Literature competition in the Chernihiv Region showed that pupils pay considerable attention to linguistics and translation. The participants analysed current linguistic phenomena, including the translation of military vocabulary, political discourse and ethnolinguistics. The research touched upon theoretical aspects and practical challenges in translation and the functioning of language in modern media. Particular attention was paid to a comparative analysis of the origin and word-formation

features of the names of sports in Ukraine, the UK and the US, as well as the impact of Ukrainian borrowings on the English language. The papers are distinguished by their depth of analysis, innovative approaches and practical significance, but they are challenging to write and present.

The main difficulties in writing research papers are:

1. Lack of academic writing skills. One of the key problems is the lack of academic writing skills among pupils. The scientific style requires a clear structure, a logical presentation of thoughts, and a reasonable analysis of sources. Pupils often find it difficult to express their ideas by academic standards.

2. Difficulties in finding and analysing sources. Pupils often face the problem of finding high-quality and reliable sources of information. In the digital age, many resources are available, but not all meet scientific standards. In addition, analysing the information requires critical thinking, which is also a challenge for many learners.

3. *Problems with citation rules.* Scientific papers must comply with specific citation standards, such as DSTU 8302:2015 or international styles (APA, MLA, Chicago). Many learners are unfamiliar with these requirements or make mistakes when writing bibliographies. This can lead to accusations of plagiarism, which significantly reduces the grade.

4. *Lack of motivation and lack of time.* Modern learners often combine their studies with other activities, such as homework, courses, or social activities. This leads to a lack of time for deep immersion in the topic of research. In addition, low motivation can be a significant barrier to the writing process.

5. *Language barriers.* Learners who write academic papers in English may face difficulties in using specialised terminology, constructing complex grammatical structures and adapting the text to the requirements of academic writing. This is especially true for those who do not have a sufficient level of language proficiency.

Thus, the following recommendations can be given to improve the quality of research papers and facilitate the writing process:

1. Introducing academic writing courses into the curriculum.

2. Use proven electronic libraries and databases (Google Scholar, Scopus, Web of Science).

3. Familiarise learners with citation rules and methods of avoiding plagiarism.

4. Development of time management skills and independent work organisation (Knodel, 2020).

5. Using specialised resources to improve English (Grammarly, Academic Phrasebank).

Writing research papers is a challenging but important stage in pupils' learning. Identifying and overcoming the main difficulties they face will help improve their research quality and foster an academic culture. Introducing additional educational initiatives and technological solutions can significantly facilitate this process and make it more efficient.

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INTERCULTURAL COMPETENCE AT UNIVERSITIES IN A CLIL CONTEXT. A CASE STUDY OF UKRAINIAN LITERARY TEXTS

Rapid globalization has introduced new challenges in education, particularly in foreign language teaching. At present, CLIL represents a flexible educational approach that integrates language and content teaching in a variety of language learning and education contexts. As Cross rightly points out, “[t]he real potential of

CLIL lies in the flexibility it offers as an approach to produce the optimum conditions for languages learning across a wide range of teaching contexts" (Cross, 2014, p. 23).

Furthermore, there has been a growing interest in bilingual teaching and its implementation in CLIL programmes at the tertiary level in a range of European countries. In Marsh's view, these programmes promote "opportunities to use language/s in a variety of settings and contexts in order to enable them [students] to operate successfully in a plurilingual and pluricultural Europe" (Marsh, 2002, p. 52). Marsh's statement fully corresponds to recent approaches to language learning that involve not only linguistic competences but also culture-related practices.

The case studies I intend to present deal with the importance of reading cultural texts as one of the components of a foreign language teaching pattern in a CLIL context and the possibility to develop learners' intercultural competence to help learners understand the customs and value systems of Ukrainian society. Ukrainian cultural texts – whether verbal, visual, or musical – serve as rich sources of cultural knowledge. Literature opens enormous possibilities for interpretation and discussion through pertinent reading activities for a chosen text. When students engage with literature, their reading proficiency improves significantly.

Literary texts are both cultural artifacts and tools for showcasing Ukrainian life, while also promoting the Ukrainian language globally. As Valdes notes, "one of the major functions of literature is to serve as a medium to transmit the culture of the people who speak the language in which it is written" (Valdes, 1986, p. 137). This research aims to enhance students' intercultural competence by integrating Ukrainian literary texts into the syllabus within a CLIL intercultural context and incorporating cultural reading schemes into CLIL cultural classes. From this perspective, authentic materials as the source of intercultural tasks within a CLIL context promote students' cultural awareness and develop their critical reading skills.

Thus, the issues concerning promoting intercultural competence through literary texts in a CLIL context give rise to the following objectives:

- Contribute to motivating second and/or third foreign language education through a CLIL-based pedagogy in tertiary education to achieve desired outcomes;

- Focus on authentic teaching materials to make CLIL in tertiary education a success with an emphasis not only on content and language but also on the language level of learners;

- Integrate literary texts into a CLIL setting to develop students' intercultural skills and competencies through English as a CLIL medium in a systematic way;

- Offer literary texts for teaching in the Ukrainian classroom to match students' knowledge, skills, attitudes, interests, and experiences and to master their level of content and the Ukrainian language proficiency confidently and understandably;

- Design challenging activities that encourage cognition, promote communicative and intercultural skills, and enhance problem-solving through target-language discussions of personal experiences;

- To properly decode all the cultural references in a literary text, encourage the students to use cultural, historical, and linguistic commentaries to reduce their anxiety in learning the target language.

In conclusion, using a CLIL approach to teach Ukrainian through literature seems productive and provides extra motivation to foreign language learners. Adopting a CLIL-based pedagogy through literary texts will help students perceive the specific features of the Ukrainian national character, ideals, morals, and foreign standards of living, as well as make conclusions based on their prior knowledge of their own culture, which can then be compared and contrasted with the target culture.

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HEALING THROUGH LANGUAGE: INTEGRATING SEL INTO ESL CLASSROOMS FOR TRAUMA-AFFECTED MIDDLE SCHOOLERS

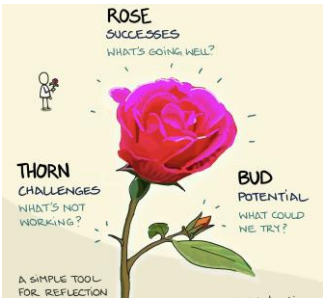
Teaching English to middle schoolers who have experienced war, displacement, or trauma is a uniquely meaningful yet demanding role. These students are already navigating the emotional rollercoaster of adolescence. Add the weight of trauma, and the challenges deepen. That's why Social-Emotional Learning (SEL) isn't just helpful – it's essential. When we focus on emotional well-being, we create a classroom that feels safe and welcoming – a place where students can begin to heal while they learn. As Hladka (2023) highlights, SEL doesn't just support emotional needs – it actively strengthens communication and language learning.

Here are some trauma-informed strategies teachers can use in their EFL classroom:

• Keep things predictable: Clear routines and expectations help students feel safe.

• Build trust with warmth and patience. Avoid pushing students to talk about traumatic experiences. “Understanding that emotional responses like fear, denial, or confusion are normal helps students feel less isolated” (Hladka, 2023).

• Offer students choices in how they learn – this gives them a sense of control, which trauma often strips away. Activities like “Rose, Thorn, and Bud” allow students to reflect on something positive, something hard, and something they’re hopeful about (Hladka, 2023).

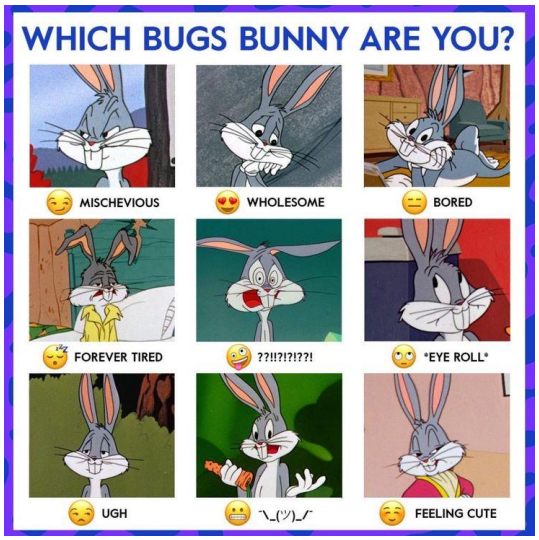


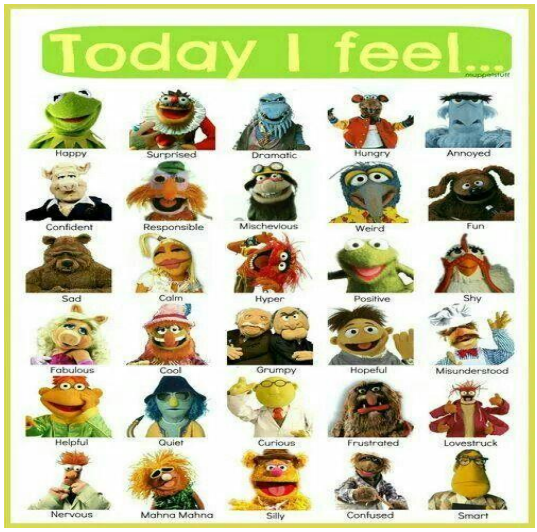
• Respect students' cultures and identities. Make sure your classroom materials reflect their backgrounds.

• Work with school counselors or families when appropriate. You don’t have to do this work alone.

Practical SEL Strategies in the EFL Classroom. You can bring SEL into everyday lessons in simple, meaningful ways:

1. Emotion Check-In: Use pictures, emojis, or even animals to help students describe how they feel. “How Are You Feeling on an Animal Scale?” is one example that makes emotional check-ins fun and engaging (Hladka, 2023).





2. Breathing Buddies: Teach students to breathe deeply using small toys or counting techniques. It's calming and easy.

3. "My Strengths" Collage: Let students draw or describe what they're good at and share their talents with the group.

4. Role-Play: Practice empathy and helping behaviors through short skits or conversations.

5. Decision-Making Circles: Present a real-life scenario and talk through possible choices and consequences.

Activities like "At the Crossroads" or "Pros and Cons" support critical thinking and emotional growth (Hladka, 2023).

Blending SEL with Language Learning. SEL can enhance language learning when it's built into writing, speaking, and listening tasks.

• Discuss topics like feelings, relationships, or personal values to build vocabulary and fluency. Creative writing gives students a voice – it helps them make sense of their feelings and turn pain into purpose (Huda et al., 2022). As the authors explain, "the more emotionally intelligent the writer is, the more effective the writing becomes".

Fostering Belonging and Resilience

• Acknowledge student effort, not just outcomes. Celebrate every win, no matter how small.

• Use group projects or classroom circles to strengthen peer connections. Drama and storytelling are powerful tools to overcome isolation and build social skills—even in cultures where group work isn't the norm.

By blending SEL into EFL instruction, you give students more than language skills – you give them community, courage, and a sense of belonging. As Huda et al. (2022) remind us, SEL is a lifeline that helps students express themselves and rebuild hope.

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SUPPORTING ESL STUDENTS DURING WARTIME WITH "PAPER AIRPLANES"

Military conflicts disrupt education and negatively impact student mental health, resulting in interrupted schooling, limited resources, and increased dropout rates. During wartime, students experience trauma daily, which can lead to mood swings, depression, and panic attacks. Students in Ukraine lose motivation and engagement in learning because of the war (Westerlund, 2023, p 24). An aggressive environment negatively affects students' academic, social, and emotional development, compromising their psychological safety essential for learning (Cahill, 2010; Pentón Herrera & Chugai, 2024, p.73). Wartime needs teachers' proficiency in pedagogical and psychological techniques to mitigate student stress and provide crisis intervention. Teachers have to recognize and address ESL students' unique psychological needs, while acknowledging the positive impact of language learning on well-being (Rybinska et.al., 2023). Therefore, students must have access to open educational resources and various free online platforms to meet their individual needs (Lavrysh et al., 2022).

English language programs help students from chaotic backgrounds structure their lives through reconnection with education. Many successful programs have been widely adopted for conflict-affected students. Paper Airplanes (PA), a non-governmental organization that "provides free, one-on-one virtual language and skills instruction to people affected by conflict", runs such programs. Paper Airplanes connects conflict-affected students with language, higher education, and professional skills training through virtual learning and peer support (PA, 2025). Paper Airplanes' English program, offered globally to conflict-affected students older than thirteen, provides online English language instruction. ESL students are matched with tutors for weekly lessons, progressing through levels based on their needs. Program completion is verified by a Duolingo test, which covers assessment of four basic skills in reading, writing, speaking, and listening (PA, 2025). Tutors for Paper Airplanes' English program are carefully selected through an application, online training, and 35 hours of volunteer commitment, including lesson preparation and delivery. Tutors get any necessary support through regular sessions with other teachers and students as well. In addition, tutors participate in the assessment of writing and speaking parts of the progress and final tests, and at the end of the course, they are awarded a certificate (PA, 2025).

English language programs like Paper Airplanes, which use inclusive, culturally sensitive approaches, technology, and support services, build language skills and supportive communities for ESL students affected by war.

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TIMELESS ART AND INTERACTIVE LEARNING TO FOSTER DISCUSSION ABOUT TIME

It could be a challenging task for an ESP teacher to stimulate discussion in the ESP class, given the exceptional complexity of this academic field (Blagojevic, 2013). Because philosophy and history are mainly associated with written texts, which serve as the main source of input in the classroom, other kinds of materials can breathe some fresh air into classroom activities and provide an entertaining change to a regular classroom routine. For example, works of art prove to be a valuable tool to foster speaking in the classroom, and to help students gain new insights both into philosophical questions and into their understanding of art. Additionally, interactive activities like scavenger hunts can enhance engagement and contextualize philosophical concepts in real-world settings.

Recently, the painting that appeared particularly suitable for this purpose in the class with the third year philosophy students was *Composition with Guitar* by Albert

Gleizes (1881). Apart from enjoying it from an aesthetic point of view, we also viewed it as a stimulating illustration for Henri Bergson's philosophy, which was in the focus of our attention in that class, in particular, his ideas about time. The French philosopher was famous for formulating a difference between the measurable, scientific notion of time ('clock time,' in his terms), and the real, 'human' experience of time, which he refers to as 'duration' (*la durée*). An important aspect of time, emphasized by Bergson, was its fluidity, continuity, interconnectedness between all instances (Bergson, 1910).

The *Composition with Guitar* depicts the instrument in a fragmented, multi-layered way, as if inviting the viewer to spend some time assembling it back into its integrity. We see the guitar from a number of angles at the same time, which adds to the dynamics of our perception and resonates with Bergson's ideas of human consciousness as a flowing experience, not a collection of static moments. The traditional Cubist technique of breaking objects down into separate geometric forms and presenting them through multiple perspectives simultaneously disrupts the conventional way of seeing things (Cottington, 1998), which evokes parallels with the Bergsonian perception of time.

Talking about the painting in the light of Bergson's ideas motivated the students to use the specific vocabulary, relevant in the context of his philosophy: *in the state of flux, fluidity, continuity, static vs dynamic, subjective perception, multiplicity of temporal planes,* etc. and to practice their foreign language skills while formulating complex philosophical ideas. Such challenging tasks, which emerge at the crossroads between philosophy and visual art, prove particularly efficient to internalise both the relevant vocabulary and the philosophical concepts under discussion. By examining the painting through a Bergsonian lens, students can see how philosophical notions manifest themselves in creative works. This approach not only enriches their understanding of both fields but also demonstrates how language learning can be integrated with what is termed *higher-order thinking* in Bloom's taxonomy.

As authentic or experiential learning activities significantly improve learning outcomes (Santoso, 2020, p. 104), scavenger hunts, as dynamic classroom tasks, can boost students' critical thinking, problem-solving, and collaboration skills (Singh & Pawar, 2023). To further increase students' engagement, a scavenger hunt activity for philosophy and history students can be organized to deepen their understanding of art by exploring artworks in the museum's collection. Students can be divided into small groups, and given a set of clues guiding them to specific paintings and sculptures, such as those fragmented or dynamic compositions reminiscent of Cubism or other modernist styles, as discussed above. The scavenger hunt culminates in a group discussion where students can present their findings, using specific vocabulary to articulate their interpretations.

Thus, the *Composition with Guitar* can serve both as an incentive for exchanging ideas in an ESP class of philosophy and history students, and as a visual representation of Bergsonian theories. By engaging with this artwork, the learners were encouraged to gain new insights into complex philosophical notions, and enrich their understanding of art at the same time. Interpreting artworks fosters fluency and spontaneity in speaking, as the students need to express nuanced ideas drawing on the philosophical concepts, discussed in the ESP course.

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KEY FEATURES OF THE THESAURUS "TEACHER"

Word sketches – summaries of a term's grammatical and collocational tendencies – play a crucial role in detecting these co-occurrence patterns, illustrating how lexemes are used in similar syntactic or functional positions. For instance, within the discourse of online education, terms such as "instructor", "educator", and "facilitator" often emerge in overlapping contexts, supported by shared collocates and syntactic frames, indicating their near-synonymous use in this domain. The extracted thesaurus further organizes these terms by degrees of contextual proximity, ranking them according to their similarity scores. This hierarchy clarifies which terms align most closely with a target lemma in both function and usage. An analysis of the lemma "teacher" in a specialized corpus of scientific texts on digital learning showcases how synonymous terms are distributed and conceptualized in academic discourse on online education. These findings underscore the role of context in shaping our understanding of synonymy and lexical choice.

The thesaurus analysis reveals eight distinct thematic clusters, each reflecting a specific dimension of educational discourse. Below, we outline each group individually:

1. Roles and Stakeholders in Education. This category includes terms denoting individuals involved in the educational process, either directly or indirectly (student, learner, parent, participant, instructor, educator, child, researcher, member, respondent, lecturer).

2. Processes and Activities in Education. Lexical items in this group pertain to core educational practices and developmental processes (*teaching, learning, study, research, activity, practice, development, design, participation*).
3. Tools and Resources. This cluster covers the technological and informational assets that support educational delivery and experience (*support, resource, platform, content, tool, technology, information*).
4. Educational Contexts and Systems. These terms reflect institutional settings and structural components within which education takes place (*course, school, university, institution, system, environment*).
5. Outcomes and Metrics. This group highlights evaluative and result-oriented aspects of education (*performance, quality, satisfaction, result, factor, variable*).
6. Skills and Characteristics. Terms in this category describe personal attributes and competencies relevant to learners and educators alike (*skill, ability, self-efficacy, characteristic*).
7. Interaction and Engagement. This cluster focuses on interpersonal dynamics and learner involvement (*interaction, engagement, motivation, behavior, group*).
8. Strategies and Models. These terms relate to the theoretical and practical frameworks guiding educational design and implementation (*model, method, strategy*).

The thesaurus output for the lemma *teacher* presents a detailed mapping of its contextual usage and related concepts in the field of online education. It highlights the complex and evolving role of teachers, their interaction with diverse stakeholders, and their place within the digital and institutional frameworks of contemporary learning environments. These insights can inform the development of educational materials, contribute to semantic analysis in applied linguistics, and support more precise lexical choice in academic writing on education

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PADLET FOR COLLABORATIVE AND INDIVIDUAL ENGAGEMENT IN LITERATURE STUDIES

The increasing reliance on educational technologies in the 21st-century classroom has compelled teachers to seek platforms that stimulate active, collaborative, and student-centered learning. Padlet, a virtual bulletin board allowing users to post content in various formats (text, image, video, links), has emerged as a functional tool in both face-to-face and online educational settings. In literature classrooms, which demand critical thinking, interpretive skills, and collaborative exploration of texts, Padlet offers unique affordances that align with these pedagogical goals.

Technology-enhanced learning tools like Padlet support this paradigm and promote collaborative knowledge construction. Padlet's interactive design enables learners to co-create content, provide peer feedback, and engage in dialogic learning. These features resonate with socio-constructivist views of learning, wherein social interaction is critical for the development of higher-order cognitive skills. Moreover, Padlet supports multimodal learning, which is beneficial in literature education where visual, auditory, and textual stimuli can enhance comprehension and engagement (Jewitt, 2009). Its application is particularly suited for differentiated instruction, as it allows diverse learners to express ideas using their preferred communication modes in the process of reading.

The pre-reading phase is crucial for activating students' prior knowledge, stimulating curiosity, and establishing a purpose for reading. Padlet boards can be used to present provocative questions, thematic images, or short video clips related to the text. For example, before reading Chinua Achebe's *Things Fall Apart*, a teacher

might post a Padlet prompt: "What do you know about colonialism in Africa?" Students could then contribute brief responses, images, or links to historical resources.

During the active reading stage, students deal with the text in real-time, analyze language, interpret meaning, and make connections. Padlet sandboxes, or freeform collaborative spaces, can serve as digital annotation platforms where students post quotes, pose interpretive questions, or respond to literary elements such as symbolism and tone. For instance, while reading *The Great Gatsby*, students might highlight passages that reflect the theme of the American Dream and post them on Padlet along with brief commentary. Peers can then add replies, suggest alternative interpretations, or links to secondary sources. This real-time dialogue transforms passive reading into a dynamic, collaborative process.

Post-reading activities offer opportunities for reflection, synthesis, and creative response. Padlet can be used for digital storytelling projects, thematic mapping, or collaborative essays. For example, after finishing *Macbeth*, students could create a Padlet timeline of Macbeth's psychological descent, attach quotes, character analyses, and visual metaphors. In assessment contexts, Padlet can be used as an e-portfolio platform, compiling students' contributions across the reading stages. This comprehensive record supports formative assessment and allows teachers to track students' progress. Integrating Padlet into literature instruction requires a shift in the teacher's role from knowledge transmitter to learning facilitator. Teachers must design activities that promote inquiry, dialogue, and reflection. Furthermore, teacher-researchers can use Padlet data to analyze student thinking patterns, participation trends, and misconceptions. Padlet presents a powerful tool for enriching literature instruction through its support of collaborative, multimodal, and student-centered learning. By strategically implementing Padlet boards and sandboxes at each stage of the reading process, teachers can enhance student engagement, facilitate deeper literary analysis, and cultivate an active learning community.

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BALANCING LANGUAGE AND CONTENT EVALUATION IN CLIL THROUGH FORMATIVE ASSESSMENT PRACTICES

For most of the 20th century, classroom assessment was mainly seen as a way to measure learning, following a standardized process: educators would teach students, assess their understanding of the material, evaluate their performance based on these assessments, and then move on to the next unit. However, this approach has faced increasing scrutiny due to changing societal expectations for education, advancements in cognitive science that provide new insights into the learning process, and challenges to the traditional role of assessment in enhancing student motivation.

A group of scholars attempted to synthesize both theoretical and empirical studies on CLIL assessment worldwide, aiming to provide insights into the understanding, design, and improvement of CLIL assessment, along with suggestions for future research agendas. They first identified three prominent research themes in CLIL assessment: assessment issues, assessment practices, and assessment frameworks (Liang & Wu, 2024). Assessment in CLIL encompasses various aspects, raising questions about its definition, focus, and methodology. It prompts inquiries into whether we assess content, language, or both, and whether one is prioritized over the other at different times and for specific reasons. Additionally, it considers the roles of cognition and culture in the assessment process. Questions arise regarding the available tools for assessment, who is responsible for conducting assessments, when these assessments occur, and the methods employed. The discussion also touches on the significance of standardized examination systems and the potential role of the Common European Framework in this context.

The implementation of the Content and Language Integrated Learning (CLIL) technique is influenced by the chosen instructional model. The first model is

characterized by teacher-centered learning that utilizes extensive English language instruction and promotes active student participation through pair or group activities. In contrast, the second model, though still teacher-centered, provides partial English instruction and restricts student engagement, maintaining an equal distribution of language use throughout the teaching process. This second model is further divided into two categories: single-focused and dual-focused, which involve frequent switching between the two languages. Depending on the chosen priority CLIL teachers should always have content as the dominant objective. Therefore, first, the content, then the language. However,there is strong evidence for specific, empirically grounded formative assessment models that balance content and language in secondary CLIL RFL (Liang & Wu, 2024; Lo & Fung, 2018). In modern didactics, assessment is viewed as a complex, ongoing activity that occurs in distinct yet interconnected stages throughout the educational process. Assessment for Learning (AFL) is a pedagogical approach designed to enhance teaching and learning by generating feedback that aims to improve student performance. This method encourages greater student engagement in the learning process, fostering confidence regarding their learning expectations and standards. Formative assessment involves continuous monitoring of outcomes during the instructional process, ensuring progressive and well-structured learning in small increments. Ultimately, AFL seeks to bridge the gap between a learner's current abilities and their desired academic outcomes and achievements. A key aspect of this process is the feedback, which offers valuable information to students regarding their performance and “provides a basis for a discussion of the development of theoretical models for formative assessment and of the prospects for the improvement of practice” (Black & Wiliam, 1998).

Assessment for Learning (AfL) seems to concentrate on classroom strategies and techniques related to classroom learning (Black & Wiliam, 1998).

Formative assessment techniques include:

- choice of tasks that aligned with goals and had potential to reveal gaps,
- open-ended teacher-student conversations,

- use of deep thinking questions,
- judicious use of testing,
- the quality of feedback,
- involving students in assessment through peer and self-assessment (Brookhart, 2013, p. 2).

Questioning helps students assess their current learning levels with guidance from their teachers. In this process, teachers offer individualized feedback designed to improve student performance. Furthermore, students gain clarity on what defines successful work for each task, which in its way fosters greater independence in their learning. This independence is evident in their involvement in both peer assessment and self-assessment activities.

Peer feedback occurs when a student uses established success criteria to inform another student about their achievements; as a result, a student identifies areas for improvement. Success or evaluation criteria may be borrowed from existing rubrics (Magic school, Quick Rubric, Rubistar) or developed collaboratively by groups of students and a teacher for specific assignments or projects (Tan & Leong, 2014).

"A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria" (Brookhart, 2013, p. 4). The two main elements of a rubric are standards and criteria. R. D. Sadler provides the following definitions of criterion and standards. "Criterion (Noun) – A distinguishing property or characteristic of anything, by which its quality can be judged or estimated, or by which a decision or classification may be made. Standard (Noun) – A definite level of excellence or attainment, or a definite degree of any quality viewed as the recognized measure of what is adequate for some purpose" (Sadler, 2005). Effective teacher feedback focuses on clear success criteria, informs students of their achievements, highlights areas for improvement, and offers specific suggestions for how to achieve that improvement.

When evaluating content, CLIL teachers should choose an assessment method that relies on minimal language . The learners should:

- complete grids,

- draw diagrams of pictures,
- decide if bulleted statements are true or false,
- correct facts that are wrong,
- make simple presentations linked to visuals
- answer content-based questions with a simple yes/no response.

Teachers need to define which aspect of the content they are assessing:

- factual knowledge (checking details)
- general understanding (central points)
- ability to manipulate content using higher-level thinking skills such as interpretation, analysis, synthesis, or application.
- ability to conduct independent research and broaden knowledge of the topic beyond what the teacher has presented.

In language assessment, teachers need to be sure which aspect of language they are assessing. It could be the ability to:

- recall subject-specific vocabulary
- operate functionally, using appropriate language structures and forms to discuss and disagree, ask practical questions, report in appropriate language structures, and so on
- listen or read for meaning
- present or discuss effectively
- demonstrate thinking/reasoning in the CLIL language
- show awareness of grammatical features of the language.

Teachers need to be clear both "*why"* they are assessing language as opposed to content, and "*how"* they wish to do this (Lin & Lo, 2014).

We can assess language through a variety of approaches:

- selected-response: true/false, matching, multiple choice,
- constructed -response: fill-in, short answers, performance assessments,
- personal-response: conference, portfolio, essay writing, oral reports, self-and peer-assessment, interviews.

It is undeniable that digital technologies have significantly transformed English teaching in recent years, especially in terms of assessment. While much attention has been given to summative assessment, digital platforms also offer greater opportunities for ongoing, formative assessment, allowing educators to tailor their teaching and better meet their students' needs.

Formative assessment, while invaluable for enhancing student learning, presents several challenges that educators must navigate. One significant difficulty is the time constraints faced by teachers, as effectively implementing formative assessments requires ongoing monitoring and feedback, which can be challenging within limited instructional periods. Additionally, ensuring that assessments align with learning objectives and accurately measure student understanding can be complex. There is also a need for adequate professional development to equip educators with the skills necessary to design and interpret formative assessments effectively. Furthermore, students may struggle with self-assessment and peer feedback, as they might lack the necessary skills or confidence to evaluate their own or their peers' work constructively. Finally, varying levels of student engagement can impact the effectiveness of formative assessments, as not all students may actively participate in the feedback process, thereby limiting the benefits of this approach.

Formative assessment offers numerous advantages that significantly enhance the educational experience for both students and teachers. One of the primary benefits is its ability to improve learner outcomes by providing ongoing feedback that helps students identify their strengths and areas for improvement. This continuous support not only boosts students' confidence in their abilities but also fosters a greater sense of independence as they take ownership of their learning process. Furthermore, implementing formative assessment can transform the classroom culture, promoting a collaborative environment where students feel encouraged to engage in discussions, share their thoughts, and actively participate in their learning journey. This shift not only benefits individual learners but also cultivates a more dynamic and responsive educational setting.

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RECOMMENDED FOR VIEWING

Webinar: Люлька О., Бодрарчук Г., Нестерчук Н., (2025) Ключові аспекти оцінювання в НУШ. – Заступник директора школи №5 травень 2025 року. Вебінар 30 квітня 2025 року. https://seminar.expertus.com.ua/client/1322-kliuchovi-aspekty-otsiniuvannia-v-nush; https://ezavuch.expertus.com.ua/10023260

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HOMEMADE VIDEO IN THE ENGLISH CLASSROOM

Nowadays, when we, teachers, have ceased to be the main source of information for our learners, the task to engage young people in learning and to encourage their agency has become our primary task and major challenge (The CEFR in the classroom, 2020). Technologies have proven to be a reliable support in addressing the shift (Stanley, 2015). Among a great variety of present-day digital tools, video materials remain among the most popular ways to make lessons more appealing (Thornbury, 2017), to provide memorable language presentation (Scrivener, 2011), to scaffolding speaking (Goh & Burns, 2012), etc.

Nevertheless, present-day learners, who can easily access various videos on the internet, aro not easily “hooked” by course book materials which, being designed to appeal to as many learners as possible, can fail to strike the chord with particular learners’ immediate interest. On the other hand, videos showcasing familiar locations, people, and routine activities are more likely to draw students’ attention and increase engagement. Such videos can be either created by the teacher, or selected from videos recorded by learners themselves. Having accumulated a database of short clips about learners’ everyday life and familiar environment, teachers can select appropriate videos for their lessons.

In our experience, we have used homemade videos for such topics as “Sport”, “Hobbies and Free time”, “Travelling”, “After-school activities”, “Youth life and youth organizations”, “Nature”, “My native village” and so on. We used them for the following purposes:

1) To help the learners to connect the lesson with real life experience. For example, when the teacher asked students about visiting amusement parks, some children said no. Nevertheless, after watching a video recorded by the teachers during a school trip, they all realized they had had such experience. The same situation took place when the topics “Youth life and organizations”, “Charity events” and “School traditions” were introduced. Short videos provided the learners with understanding that those topics were very relevant for their lives.

2) To present grammar and vocabulary. Videos help to show the actions and their sequences. Since students can remember the actual details of events, it is easier for the teacher to clarify the difference of their usage. For example, a teacher shows a video of a school competition and introduces *interrupted action in the past*. For the learners it is easy to recollect what exactly each of them was doing when the game started. While working with vocabulary, it could be hard to clarify the meaning of action verbs while using photos. Videos can help to make it more accurate. The teacher shows a video and introduces such sports-related words as *to bounce the ball, to roll the ball, to kick the ball,* etc.

3) To promote speaking and discussion. As children understand that they have had such an experience in their lives, they are able to share it. The teacher should just support them by asking some questions. For example, the teacher shows a video from familiar places and asks pupils to identify seasons. They provide the following ideas: *It is summer but it is cold. Everything is green, the grass is tall on the hill, but Marko is wearing a hoodie.*

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INTEGRATING SOCIAL AND EMOTIONAL LEARNING IN UKRAINIAN HIGHER EDUCATION AMIDST CRISIS

In the context of Ukrainian higher education, which has traditionally prioritized academic achievement and cognitive performance, the integration of Social and Emotional Learning (SEL) represents a paradigm shift toward more holistic and student-centered pedagogical models. SEL encompasses a broad range of competencies – including emotional regulation, empathy, interpersonal communication, and responsible decision-making – that are increasingly recognized as essential for both academic success and lifelong personal development (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020). The urgency of embedding SEL into university curricula has been significantly amplified by recent compounded crises: the global COVID-19 pandemic and the ongoing war in Ukraine. These events have disrupted educational delivery, eroded institutional capacities, and exacerbated psychological distress among students, particularly those experiencing displacement, trauma, or loss (Pentón Herrera & Chugai, 2024). Against

this backdrop, SEL provides a critical framework for fostering emotional resilience, supporting mental health, and cultivating inclusive, healing-oriented academic environments (Herasymenko & Muravska, 2024). At leading Kyiv universities, several pilot SEL programmes were introduced following the 2022 invasion. They embedded SEL activities into first-year orientation and general education curricula, including workshops on mindfulness, stress management, and conflict resolution. The faculty were trained in trauma-informed teaching practices, and early assessments indicated increased student engagement and a stronger sense of peer and faculty support, particularly vital for students affected by displacement or personal loss.

To advance the systematic integration of Social and Emotional Learning (SEL) within Ukrainian higher education, several strategic recommendations are proposed. First, universities are encouraged to formally adopt SEL frameworks that align with internationally recognized models such as that of the Collaborative for Academic, Social, and Emotional Learning (CASEL), while ensuring contextual adaptation to Ukraine's cultural norms and conflict-affected realities. Second, comprehensive professional development for educators is essential, with a focus on trauma-informed pedagogy, emotional intelligence, and inclusive instructional practices that foster psychological safety and belonging. Third, institutions should promote the infusion of SEL principles across diverse academic disciplines rather than limiting them to standalone modules. Such cross-curricular integration enhances both the relevance of SEL and the likelihood of sustained student engagement. Fourth, the development of online platforms and mobile-accessible resources should be prioritized to deliver SEL content, virtual counseling services, and peer support mechanisms, particularly critical for displaced or remote learners. Fifth, robust evaluation mechanisms must be implemented to assess the impact of SEL initiatives on student well-being, academic outcomes, and social cohesion within learning environments. Finally, universities should form collaborative partnerships with mental health professionals to ensure that SEL programming remains both evidence-based and responsive to the psychological needs of students, especially those affected by trauma and ongoing instability.

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INTEGRATING MENTAL HEALTH LITERACY INTO PRACTICAL ENGLISH COURSES: A FRAMEWORK FOR ENHANCING EMOTIONAL WELL-BEING AND LANGUAGE SKILLS

The ongoing war against Ukraine has significantly disrupted higher education, leading to widespread mental health challenges such as stress, depression, and emotional instability among students. This situation has underscored the urgent need for a holistic approach to education that addresses the cognitive and emotional aspects of learning. Practical English courses give a special opportunity to address these challenges.

Nevertheless, mental health literacy and emotional well-being skills are less focused on in ESL teacher training programs. ESL teachers should be able to help students handle and control their emotions in times of crisis. According to O'Connor et al. (2018), 20% of young people experience mental health difficulties every year. The academic environment has been identified as an appropriate setting for

promoting mental health literacy and emotional well-being. The World Health Organization (2022) defines mental health promotion as creating living conditions and environments that foster mental well-being and enable individuals to adopt and sustain healthy lifestyles.

This study aims to determine a pedagogical framework for incorporating mental health issues into Practical English courses. Drawing on interdisciplinary research and classroom-based interventions, this framework includes designing language materials that address mental health themes such as stress management, emotional vocabulary, and coping strategies while improving students' language proficiency.

A case study was carried out about the mental health competence of Borys Grinchenko Kyiv Metropolitan University graduate students and their attitude toward mental health literacy as part of their professional training. Research has highlighted the need for greater knowledge and practical skills related to mental health among pre-service teachers. Many students (82%) expressed their readiness to gain knowledge about mental health awareness, develop a healthy identity, and navigate emotions to take ownership of their lives. Techniques such as "Stress Diary" journaling, a Stress Management Toolkit, and the Stress Thermometer can enhance students' capacity to manage stress and restore a sense of personal control.

Furthermore, to support the development of students' emotional vocabulary and to advance their English language proficiency, the following instructional activities have demonstrated effectiveness: Emotion Charades, Emotion Word Mapping, analyzing emotions in literary texts, and creating an "Emotion Wheel."

Such activities can help students reveal and articulate their emotions, control their reactions and behaviour, and build resilience. Moreover, mental health-promoting activities serve as a model for integrating mental health issues into everyday classroom practices.

The case study illustrates how this integration supports vocabulary acquisition, speaking fluency, critical thinking, and fosters a supportive learning environment

where students can foster resilience and empathy. Applying mental health literacy to real-life contexts empowers students to see the relevance of these skills.

Embracing mental health studies in pre-service teacher training programs will provide future teachers with a comprehensive understanding of mental health issues and help them handle mental health challenges in the classroom.

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USING COMPRESSION IN ORAL TRANSLATION

Compression in interpreting refers to a strategy in which the interpreter communicates the full meaning of the source text using fewer words or more concise expressions in the target language (Анохіна & Кобякова, 2024).

Lexical, semantic and syntactic compression is particularly important in oral translation, where time constraints and the need for clarity require the interpreter to prioritize essential information without distorting meaning. By removing redundant or non-essential information the interpreter ensures that the audience receives the key points in a timely manner.

Lexical compression refers to the reduction of lexical items without losing their essential meaning (Свідер, 2021).

e.g. Наслідки виходу Великої Британії з Європейського Союзу тривають. – Brexit fallout continues.

Translating the headlines of the Ukrainian mass media into English the interpreter uses the strategy to create messages in the target language that are impactful, easy to comprehend and conveying the most important facts.

Gile defines syntactic compression as reduction of grammatical structures and elements within a message to deliver meaning more efficiently (Gile, 2009).

e.g. Уряд оприлюднив новий план щодо реформування системи оподаткування. – Government unveils new tax plan.

Compression often involves rephrasing, summarizing, or restructuring sentences, and is a skill that requires both linguistic proficiency and a deep understanding of the source and target cultures. The message transmitted should be not only accurate, but culturally relevant and contextually appropriate.

e.g. Адміністрація президента США піддається гострій критиці. – White House under fire.

The metaphorical expression “under fire” is common in English media and maintains clarity, expanding the text.

The Ukrainian headlines typically require a more formal tone even in mass media, making a direct compression sound too casual, while the English headline is very informal and punchy.

e.g. Акції різко впали на тлі глобальної економічної нестабільності. – Stocks plunge amid global turmoil.

So, a central aspect of compression involves the selective elimination of redundant, repetitive, or non-essential information, enabling the interpreter to prioritize salient points under the pressure of time-sensitive delivery. This process not only enhances communicative efficiency but also serves to mitigate cognitive overload for both the interpreter and the audience. In this way, compression becomes not merely a linguistic device but a functional imperative in oral translation, contributing to the clarity, precision, and accessibility of interpreted discourse.

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USE OF MULTIMEDIA AS A MEANS OF FORMATION OF PRE-SERVICE ENGLISH TEACHERS' LEXICAL COMPETENCY

The development of international connections and digital technologies put forward new demands for the formation of pre-service English teachers' lexical competency. At present, it is hard to imagine a successful, fruitful lesson/a sequence of lessons without the extensive use of multimedia. There are kinds of multimedia used for the teaching and learning process. According to P. Zaim and M. Hum (Zaim & Hum, 2016), teachers must prepare the target language audiovisual material containing a range of different interaction types to enhance awareness of the verbal and non-verbal features used by members of the speech community. The issue is of particular importance in the countries going through hard times of war and natural disasters, which make in-person education virtually impossible. Consequently, the formation of pre-service English teachers' lexical competency with the integration of digital technologies is beneficial for a number of reasons.

Firstly, multimedia provides context-rich input that supports the acquisition of new vocabulary. Words and collocations are learned more easily when students see them used in realistic, meaningful situations.

Secondly, multimedia creates opportunities for differentiated instruction in terms of taking into consideration students' learning styles appealing to visual, auditory, and kinesthetic learners, which makes it beneficial for adequate retention and understanding.

Thirdly, through podcasts, videos, digital texts pre-service English teachers are exposed to authentic language use with idioms, collocations, and cultural nuances, which are crucial in modern EFL classroom.

Moreover, multimedia tools allow interactive and engaging learning, which motivates students to explore vocabulary independently, develop their learning autonomy, fostering lifelong learning habits, which are crucial for any teacher.

Additionally, multimedia platforms provide feedback on vocabulary items understanding through quizzes, games, etc., assisting pre-service teachers in their self-correction skills and track their own progress.

Lastly, digital resources and applications simplify the work of the teacher/tutor/professor, who currently does not have to invent new objective forms of assessment of students' progress merely relying on multimedia tools.

Overall, taking all the above-mentioned into consideration, it must be highlighted that the incorporation of multimedia in the formation of lexical competency among pre-service English teachers is not merely a supplementary approach but a transformative strategy that significantly enhances vocabulary acquisition and retention and align with contemporary educational paradigms that emphasize digital literacy and learner-centered approaches.

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ELEMENTS OF PROPER STYLE IN LEGAL WRITING

Legal writing style, while influenced by individual preference and organizational policy, is governed by two fundamental principles: it must prioritize clarity and avoid the use of offensive language. These core tenets are known to be applied across all forms of legal communication, regardless of the context or intended audience.

In addition to drafting correspondence such as letters and emails, legal practitioners devote substantial time to the creation of formal legal documents. These documents serve a variety of functions, both within contentious legal proceedings and in non-contentious business transactions. Examples of documents prepared for litigation purposes include statements of claim, witness statements, divorce petitions, bankruptcy petitions, and affidavits. Conversely, documents produced for non-contentious matters typically include land transfer deeds, contracts for the sale of goods, articles of association for companies, licences, and options agreements.

The stylistic conventions employed in legal documents differ significantly from those used in legal correspondence. This distinction arises from the differing purposes that each category of writing seeks to fulfill. Documents intended for use in litigation typically function either as evidence supporting or opposing a claim, or as instruments presenting allegations and arguments. In contrast, documents created for non-contentious purposes primarily serve to formalize agreements between parties, delineating mutual obligations and specifying remedies for breach. Such documents are designed to have binding legal effect and to be enforceable in court proceedings.

The language of legal documents is characterized by certain stylistic features that often contribute to their perceived complexity and opacity. These features include:

- **Use of terms of art**: Specialized legal vocabulary possessing precise, defined meanings that are irreplaceable within the context of legal drafting.
- **Use of defined terms**: The inclusion of a definitions section where parties agree on specific meanings for terms used repeatedly throughout the document.
- **Use of obscure legal phrasing**: Expressions that may be unfamiliar to laypersons, either because the terms are technical or because they differ from their ordinary English usage.
- **Use of modal verbs to express obligations and discretions**: Frequent deployment of "shall" and "must" to impose duties, and "may" to denote discretionary actions.

Nevertheless, lLegal correspondence generally aims to inform, advise, propose, or instruct. It is less formalized than legal drafting but must still adhere to high standards of communication. Regardless of form, all legal writing should aspire to achieve three essential objectives:

- **Clarity**: Ensuring that the meaning is readily apparent to the intended audience.
- **Consistency**: Maintaining uniformity in style, terminology, and structure throughout the document.
- **Effectiveness**: Accomplishing the intended legal or communicative purpose.

Ultimately, proficiency in legal writing demands an acute awareness of the document's purpose, the audience's needs, and the necessity of precision and formality appropriate to the legal context. The writing used in legal correspondence usually has a different purpose. It is generally intended to provide information and advice, to put forward proposals and to provide instructions to third parties. However,

all legal writing should aim at achieving three goals – clarity, consistency and effectiveness.

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ENHANCING LEGAL ENGLISH PEDAGOGY THROUGH CROSS-CULTURAL COLLABORATION

In an increasingly globalized legal environment, the ability to navigate multiple legal systems and cultures has become essential for legal professionals. Cross-cultural collaboration between Ukrainian and American educators of Legal English offers valuable opportunities to enrich both pedagogical practices and professional development. However, such collaboration is not without challenges. Differences in legal terminology, teaching styles, assessment criteria, and academic traditions can create misunderstandings and obstacles. Cultural differences, such as communication styles or views on academic hierarchy, sometimes also pose challenges. Nevertheless, these challenges are often turned into learning opportunities. Teachers develop intercultural competence and learn to adapt their teaching strategies to diverse audiences.

Teaching Legal English presents shared challenges for both Ukrainian and American educators. Despite differences in legal systems, both groups face issues such as outdated materials, student motivation, lack of legal context in language learning, and the complexity of legal terminology. To overcome these barriers, teachers from both countries have developed innovative and collaborative approaches.

1. Integrating Authentic Legal Materials Both Ukrainian and American teachers are moving away from generic textbooks. Instead, they use real-life materials such as court decisions, contracts, statutes, and legal correspondence. For example, Ukrainian teachers introduce excerpts from U.S. Supreme Court rulings.

2. Case-Based and Problem-Based Learning A growing trend among educators is the use of case studies and problem-solving tasks. This method helps students develop both language and legal reasoning skills. For instance, a mock negotiation on an international contract allows students to apply vocabulary in a realistic legal setting.

3. Co-Teaching and Team Projects Collaborative teaching between Ukrainian and American educators – often via Zoom – allows teachers to experience cross-border legal discussions.

4. Technology-Enhanced Learning Both sides are embracing digital tools such as Google Classroom, Padlet, and interactive quizzes. Ukrainian teachers often use these tools to compensate for limited in-person access, while American teachers use them to add flexibility and track progress.

5. Emphasis on Intercultural Competence Recognizing that legal English is not just about language, teachers are incorporating cultural context. They compare legal traditions, courtroom behavior, and professional communication styles, preparing students for real-world legal work across borders.

6. Teacher Training and Peer Learning Teachers from both countries participate in workshops and webinars on Legal English pedagogy. These trainings often lead to the creation of shared teaching resources and long-term partnerships.

To sum up, innovative approaches such as real-world content, cross-border collaboration, simulations, and digital tools are helping Ukrainian and American Legal English teachers meet their common challenges. These methods not only improve language proficiency but also prepare students to thrive in the international legal arena. The cultural collaboration between Ukrainian and American Legal English teachers fosters mutual respect, professional growth, and global legal literacy. It prepares law students to work in international settings and helps educators develop innovative, culturally aware methods for teaching the language of the law. Moreover, cross-cultural collaboration among Legal English teachers enriches legal education by blending diverse perspectives, fostering international cooperation, and equipping students with the skills needed to navigate the global legal landscape.

Despite these difficulties, cultural differences often serve as catalysts for growth, fostering intercultural competence and adaptive teaching strategies. Educators from both countries confront shared challenges, such as outdated instructional materials, student motivation issues, a lack of integration between language learning and legal content, and the inherent complexity of legal language. By working together, Ukrainian and American Legal English teachers have developed innovative approaches to overcome these barriers, including the integration of authentic legal materials, the use of case-based and problem-based learning, co-teaching initiatives, the incorporation of technology, the emphasis on intercultural competence, and collaborative professional development activities.

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TEACHING ENGLISH COMMUNICATIVE STRATEGIES TO FUTURE INTERNATIONAL RELATIONS SPECIALISTS

Effective intercultural communication, especially in the field of international relations, requires compulsory consideration of the speech behavior rules of native speakers of the language being studied. In intercultural communication, which is activity-based, interlocutors express their goals, motives, values, attitudes, personal and national characteristics, certain psychological qualities, etc. An act of international communication will be effective if communicative activity is planned correctly, that is, if communicative strategies and tactics are appropriately chosen in accordance with the norms of communication and cultural norms of a particular country.

If the chosen language of international communication is English this means that international relations specialists and diplomats must demonstrate close to standard English speaking, correct sound culture of English communication (intonation), take into account linguosociocultural knowledge, and accordingly choose appropriate communicative strategies. Ignoring the rules of foreign language speech behavior and its sound aspect often leads to misunderstanding by the native speaker and incorrect expression of one's own communicative intentions using

English means that might result in an ineffective act of international communication or even cases of communicative “failures”.

The reasons for such intercultural communicative “failures” are discrepancies between the semantic and pragmatic meanings of speech means. Therefore, in order to be able to adequately understand English speech and make one's own speech as clear as possible to native speakers, future employees in the field of international relations and diplomats need to master a certain amount of linguosociocultural knowledge and English communicative strategies that ensure their ability and readiness for effective intercultural communication.

The concept of communicative strategy (CS) and its implementation have been studied in many scientific fields – discourse analysis, applied linguistics, foreign language learning, bilingual education, etc. (Batsevych F.S., Kuzmenkova Yu., Fox K., Faerch, C. & G. Kasper, Tarone E., and others). There is no universal definition of the concept of "communicative strategy." In a broad sense, a communicative strategy is understood as an overarching speech task dictated by the speaker's practical goals. The communicative strategy of speech is a way of realizing an intention and involves the selection of facts and their presentation in a certain light to influence the intellectual, volitional, and emotional spheres of the addressee.

Among the main English CSs, one can name: distancing, hinting, evasion and mitigation, communicative support of the interlocutor and the act of communication itself, regulation of communicative contact, variation of degrees of politeness, and others that ensure the proper course of speech contact and avoidance of sharp corners in intercultural communication. These CSs are manifested in the choice of certain tactics, methods of speech behavior, and appropriate linguistic and speech means (intonemes). The general goal of all these CSs is to ensure a comfortable atmosphere of communication, non-conflict, compromise, support for the interlocutor, preservation of one's own “face” and a sense of “privacy”.

On the whole, active use of main English communicative strategies with its relevant intoneme-markers: 1) ensures a more effective process of intercultural diplomatic communication; 2) prevents communicative “failures”; 3) guarantees an

appropriate level of English communication culture of future international relations specialists and diplomats; 4) emphasizes high level of training of international relations specialists; 5) properly represents Ukraine at the international level at the diplomatic settings.

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SOCIAL AND EMOTIONAL LEARNING STRATEGIES FOR DEVELOPING INTERCULTURAL COMPETENCE IN UKRAINIAN AND INTERNATIONAL ENGLISH CLASSROOMS

In the context of accelerating globalization and increasing cultural diversity, English language classrooms both in Ukraine or international settings have become pivotal sites for intercultural exchange. English today serves not only as a subject of study but also as a global medium through which learners connect, communicate, and participate in diverse cultural contexts. For Ukrainian students, many of whom now pursue education abroad due to displacement or international mobility, the ability to navigate intercultural environments is not just beneficial but essential. These students must not only adapt linguistically but also develop the emotional and social skills required to thrive in unfamiliar cultural settings. This underscores the need for English teachers to foster intercultural competence, ensuring that students are equipped not just with language proficiency, but with the empathy, flexibility, and global mindset necessary to succeed across borders.

To meet this need, Social and Emotional Learning (SEL) presents a robust and adaptable framework that offers far more than traditional language instruction. SEL is

widely recognized as one of the most effective approaches for developing intercultural competence, as it simultaneously nurtures academic growth, emotional well-being, and the social-emotional capacities vital for understanding and engaging across cultural lines. Within the field of English language education where communication, identity, and interpersonal connection are central, SEL creates the conditions for meaningful, transformative learning. SEL-orienteded English instruction allows students to build linguistic proficiency while also navigating complex emotional and cultural experiences in a safe, inclusive environment. At the heart of SEL are five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). These domains are directly aligned with the intercultural skills required in today's English language classrooms, particularly for students learning and living in diverse environments as these five main competences guide learners not only understand and express themselves in English but also engage in ways that are respectful, empathetic, and socially responsible.

The importance of these strategies is further supported by a range of Ukrainian policy documents that emphasize the need for global citizenship and intercultural understanding. The State Standard of Basic Secondary Education (2020) outlines key competencies, including emotional intelligence and intercultural communication, as essential for student success in a globalized world. Similarly, the National Strategy for the Development of Education in Ukraine (2021–2031) stresses the importance of preparing students to operate effectively in such a world by fostering understanding across cultural boundaries. The New Ukrainian School Reform (2019) and the Concept of Civic Education (2018) highlight the value of democratic, inclusive education that encourages both personal growth and social responsibility. Furthermore, at the higher education level, the Law of Ukraine on Higher Education (2014) underscores the importance of intercultural competence in preparing students for active participation in global academic and professional spheres. The alignment between SEL strategies and national educational priorities ensures that students gain

both the linguistic and intercultural competence necessary to navigate and thrive in an increasingly interconnected world.

Adopting SEL-based approaches transform English classrooms into inclusive spaces where students not only develop language proficiency but also learn to understand themselves and others in profound, meaningful ways. Self-awareness, which is the foundation for intercultural engagement, can be cultivated in English classrooms through activities such as cultural identity mapping, reflective journaling, cultural autobiographies, shadowing projects or iceberg models, and "Who am I?" exercises, where students explore their personal and cultural identities while practicing self-expression in English. These reflective practices encourage learners to consider how their background shapes their worldview and communication style, laying the groundwork for empathy and open-mindedness in intercultural contexts. Another equally essential ability for developing intercultural competence trough empathising and understanding diverse perspectives is social awareness. Perspective-taking role plays, personal storytelling, intercultural friendship interviews, emotional cards with cultural twists, culture swap days, nonverbal communication challenges, intercultural journaling prompts, and guided empathy walks in English not only develop linguistic fluency but also allow learners to imaginatively enter the experiences of others. In both English classrooms in Ukraine and international classrooms in which Ukrainians, affected by displacement, trauma, and multilingualism, get education in the countries of the European Union, such activities help reduce cultural bias and promote social cohesion. The third constituent past of SEL which is particularly important in language learning in terms of relying on collaboration and dialogue is personal relationships. Cross-cultural buddy systems, global gratitude wall, intercultural empathy letters, value exploration tasks, active listening circles, and conflict resolution models like the L.E.A.P. framework (Listen, Empathize, Agree, Partner) can be integrated into classroom routines to help students communicate more effectively, build trust, and manage interpersonal challenges. These strategies are crucial for creating emotionally safe and inclusive English learning environments where all students feel heard and valued. The next SEL notion

which is critical when engaging with unfamiliar cultural norms or facing the discomfort of miscommunication to regulate emotions and behaviour is self-management. Mindfulness practices, grounding techniques, and reframing exercises support students to develop emotional resilience. Emotion mapping, restorative circles and group work, self-management strategies, critical incident analysis and discussions around how different cultures express feelings can further enhance learners' emotional literacy and prevent misunderstandings in English conversations. Responsible decision-making, which is the last core part of Social and Emotional Learning, supports ethical, culturally sensitive choices in intercultural situations. English language learners can engage in the analysis of cultural dilemmas, global role models contribution and media reflect, explore real-life "critical incidents," and participate in intercultural simulations, international pen-pal or eTwinning exchanges. These activities foster critical thinking and allow students to evaluate situations from multiple cultural perspectives while developing their language skills in meaningful contexts.

In conclusion, as globalization continues to shape the landscape of education, the ability to navigate intercultural environments has become an essential skill for students, particularly for Ukrainian learners who are increasingly engaging in international educational settings. By integrating Social and Emotional Learning (SEL) into English language instruction, educators can provide students with the tools they need to not only acquire language proficiency but also develop the emotional intelligence and intercultural competence necessary for success in a diverse, interconnected world. The alignment of SEL with national educational priorities further emphasizes its importance in fostering students' global mindset and social responsibility. Through reflective practices, empathy-building activities, and experiential learning, SEL equips students with the self-awareness, social awareness, and relationship skills required to thrive across cultures. As educators embrace SEL-based approaches, they help create inclusive, emotionally safe environments where students can grow both linguistically and personally, prepared to contribute meaningfully to a global society.

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FROM DEEP LEARNING TO ГЛИБОКЕ НАВЧАННЯ: APPROACHES TO TRANSLATING AI TERMINOLOGY INTO UKRAINIAN

The rapid development of artificial intelligence (AI) technologies is accompanied by the emergence of numerous English neologisms, requiring their adequate translation and integration into the Ukrainian terminological system. The issue of developing Ukrainian terminology in the field of AI is becoming particularly relevant in the context of Ukraine's digital transformation and the implementation of the national artificial intelligence development strategy.

According to the Roadmap (Міністерство цифрової трансформації України, 2023) and White Paper (Міністерство цифрової трансформації України, 2024a) on AI regulation in Ukraine, developed by the Ministry of Digital Transformation of Ukraine, the establishment of unified technical and legal terminology is an integral component of sustainable industry development. The lack of standardised approaches to translating AI neologisms leads to terminological ambiguity, which complicates both professional communication and the implementation of relevant regulatory

legislation. Therefore, the academic community and industry specialists should pay special attention to developing effective strategies and principles for translating new terminology from English into Ukrainian, which will ensure the systematic nature, consistency, and functionality of the Ukrainian AI terminological system.

The **aim** of the research is to identify and systematise strategies and principles for translating AI neologisms from English into Ukrainian in order to form a consistent national terminological system. The **object** of the research is neologisms in English terminology in the field of artificial intelligence, and the **subject** of the research is strategies and principles for translating them into Ukrainian. The **research material** includes the Dictionary of Basic Terms in the field of AI (Міністерство цифрової трансформації України, 2024b), developed by the Ministry of Digital Transformation of Ukraine together with the Expert Advisory Committee on AI Development in Ukraine.

The analysis of English neologisms in the field of artificial intelligence allows us to identify several structural-semantic groups, each requiring a specific approach to translation.

The first group includes terms denoting fundamental concepts and architectures of artificial intelligence (for example, *deep learning*, *machine learning*, *embedding*). Such terms are mostly translated through calquing (*deep learning – глибоке навчання*, *machine learning – машинне навчання*, *embeddings – ембеддінги*), which ensures semantic transparency and preserves the international recognisability of terms. At the same time, when translating such neologisms, it is important to consider Ukrainian language norms regarding word compatibility and term formation in order to avoid literalisms that complicate understanding.

The second group of neologisms encompasses specialised terms denoting AI methods, algorithms, and technologies (such as *scraping*, *data poisoning*, etc.). When translating these terms, mixed strategies tend to be used, particularly combining transliteration with descriptive translation or calquing. Thus, the term *scraping* functions in Ukrainian as *скрейпінг* (transliteration), while *data poisoning* is translated as *отруєння даних* (calquing). When translating the term *F1-score – міра*

F1 the existing Ukrainian equivalent for *score* is combined with borrowing of *F1*. This approach allows terminological accuracy to be preserved while simultaneously adapting to Ukrainian language norms.

Neologisms based on metaphorical reinterpretation of common words, such as *recall*, *replicability*, and *reproducibility*, present a particular problem. Translation solutions for such terms should consider not only the denotative meaning but also the implicit connotations of the metaphor. Analysis of the Dictionary of Terms in AI indicates a tendency to create Ukrainian semantic equivalents: *повнота* (for *recall*), *повторюваність* (for *replicability*), *відтворюваність* (for *reproducibility*). These translations use the semantic (content-based) translation method rather than strict metaphorical calquing, as they focus on conveying the functional meaning of the terms in the AI context. At the same time, there is a risk of losing semantic aspects when translating such terms, which requires the translator to deeply understand both the phenomenon and the usage of the Ukrainian language in the relevant field.

When translating complex multi-component neologisms such as *biometric verification*, *context window*, *unstructured data*, *synthetic data*, there is a tendency to preserve the term structure while adapting to the grammatical norms of Ukrainian. Thus, *biometric verification* is translated as *біометрична верифікація*, *context window* as *контекстне вікно*, *unstructured data* as *неструктуровані дані*, and *synthetic data* as *синтетичні дані*. This approach ensures terminological consistency and systematicity, but often requires extended explanation for specialists who are accustomed to English terms.

Abbreviations and acronyms such as AI (Artificial Intelligence), LLM (Large Language Model), TP (True Positive), and NLP (Natural Language Processing) constitute a separate category of neologisms that require a special approach to translation. Analysis of the Dictionary of Terms in AI reveals two main methods: preserving the international abbreviation with the addition of a Ukrainian decoding (for example, *ТР – істинно позитивне, НЛП – обробка природньої мови*) or creating a Ukrainian abbreviation based on the translated components (*ШІ* for *штучний інтелект, ВММ* for *велика мовна модель*).

The translation of AI neologisms from English into Ukrainian represents a linguistic challenge and a strategic necessity for Ukraine's technological advancement and digital sovereignty. The systematic approach to translation establishes the foundation for a coherent Ukrainian AI terminology. This standardisation facilitates clear professional communication, enables effective regulatory implementation, and supports educational initiatives in the field.

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ENHANCING STUDENT ENGAGEMENT THROUGH CULTURALLY RESPONSIVE TEACHING PRACTICES

Integrating local culture and context into language instruction is essential for creating a meaningful and engaging learning experience. By incorporating local traditions, history, and customs into language classes, educators can help students deepen their understanding of the material while fostering a sense of belonging and relevance. This approach not only enhances language acquisition but also allows learners to see their cultural narratives reflected in their education. By exploring their heritage through language, students develop a stronger sense of identity, increased motivation, and a greater appreciation for diversity, ultimately contributing to a more inclusive and supportive classroom environment.

The practical course in which the students are participating utilizes several key textbooks, including “Outcomes,” published by National Geographic. This textbook offers insights into global issues, which inspired the creation of curricula that incorporate local history, customs, and traditions. Such an approach enables students to see their own culture reflected in their learning materials.

Consequently, students are encouraged to undertake projects that involve engaging with local communities, such as interviewing elders or participating in cultural festivals. These experiences aim to deepen their understanding of cultural heritage. Furthermore, classroom activities are designed around local holidays and events, promoting opportunities for students to share their experiences and practices. This helps foster a sense of pride and connection within the community.

Cultural narratives are crucial in cultivating hope and resilience among learners by presenting stories that resonate with their experiences and aspirations. By engaging with these narratives, students can find inspiration and strength, thereby enhancing their sense of identity and empowerment throughout their language learning journey. Employing storytelling techniques enables students to share their own narratives and connect their personal experiences to the language they are acquiring.

One intriguing idea is to highlight local role models and historical figures who have overcome challenges, using their stories to inspire students and instill a sense of hope and possibility. Organizing workshops where students create visual art pieces to represent their cultural stories offers a dynamic way to engage with language and identity. After the art creation process, story-sharing sessions are held, enabling students to present their work to the group and explain the cultural significance of each piece. This approach fosters a deeper understanding of their narratives and enhances language skills in a supportive and collaborative environment.

Connecting students with peers from different cultures through virtual pen pal programs provides a unique opportunity for cultural exchange and language practice. Using online platforms, students can engage in meaningful correspondence, exchanging letters or stories that showcase their cultural backgrounds, traditions, and

aspirations. This interaction allows learners to gain insights into diverse perspectives, fostering empathy and understanding while enhancing their language skills in a real-world context. Moreover, as students share their stories and experiences, they build connections that transcend geographical boundaries, enriching their educational journey and creating a global community.

Developing culturally relevant assessment methods is essential for creating an inclusive learning environment that values students' diverse backgrounds and experiences. By moving beyond traditional testing methods, educators can design assessment tools that recognize and celebrate cultural knowledge, allowing for more holistic evaluations of student understanding. This approach helps validate students' identities and encourages them to demonstrate their learning in ways that resonate with their cultural contexts. Additionally, implementing feedback loops enables students to share their perspectives on how well the curriculum reflects their needs and experiences, fostering a culture of continuous improvement and responsiveness that empowers both learners and educators.

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TEACHING ENGLISH FOR A SUSTAINABLE FUTURE: EMBEDDING ENVIRONMENTAL, SOCIAL, AND GOVERNANCE VALUES IN LANGUAGE EDUCATION

In a time of global issues like social injustice, climate change, and ethical governance, it is more important than ever to include Environmental, Social, and Governance (ESG) principles into the classroom. Despite having its origins in the corporate and financial sectors, ESG standards are becoming more and more relevant to education, especially language instruction (Buller & Waters, 2024). As a linguistic and cultural tool, English Language Teaching (ELT) has the special ability to help students develop awareness, critical thinking, and responsible citizenship. In order to

enable students to become not only skilled communicators but also morally active citizens of a global community, instructors should integrate ELT with global environmental goals (Witt, 2023).

Teachers can help students develop a more comprehensive perspective and a sense of their roles and responsibilities in both local and global contexts by integrating sustainability into language instruction (Witt, 2023). Beyond environmental concerns, the idea of sustainability encompasses important facets like social justice, economic stability, and moral leadership. By using this framework in ELT, students can interact with subjects that are both personally and socially relevant while also developing a deeper awareness of global issues. By allowing students to relate their language proficiency to current social challenges, this thematic approach improves the classroom's connection to real-world situations and increases student engagement and intercultural understanding.

Integrating sustainability concepts into other topic areas is both practical and beneficial, allowing for interdisciplinary learning opportunities. One technique involves the use of handpicked reading materials and organised discussion prompts that cover a wide range of sustainability-related subjects. A biomimicry lesson, for example, can serve as a springboard for discussions on sustainable innovation, environmental conservation (e.g., life on land and life below water), and the role of education in addressing global challenges, all while increasing learners' vocabulary and communicative competence (Buller & Waters, 2024).

Educators raise students' awareness of sustainability issues by incorporating authentic and constructive examples – stories of individuals, community initiatives, and complex challenges requiring collaboration and innovation – while also modelling essential 21st-century skills such as problem-solving, teamwork, and creative thinking (Buller & Waters, 2024). Digital platforms provide a multitude of such content, enabling educators to relate language instruction to real-world applications in a meaningful and engaging manner.

Teaching English while incorporating ESG principles is not just a pedagogical innovation but also an essential progression in response to today's world concerns.

Teachers enable students to acquire critical thinking, multicultural awareness, a sense of agency, and language proficiency by including sustainability issues into language training. This method equips students to be engaged global citizens who can help create a more equitable, inclusive, and sustainable world. English language classrooms can – and should – be places for transformative learning that connects language acquisition with social, ethical, and environmental awareness. Language education's future depends on not just what we teach but also on how and why we teach it.

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ON SOME THEORETICAL ASPECTS OF DIGITAL GAMIFICATION IN ESP CLASSROOM

The use of digital resources has become essential since foreign language classroom moved to the Internet, leading to the changes in methodology and urging teachers to develop both their professional and soft skills in the field of artificial intelligence. At the same time, every methodology should be rooted in theoretical foundation. Thus, discussing various ways of presenting, training, and assessing foreign language material by means of digital instruments, we must take into account psychological aspects that govern the ways students perceive new material.

One of the cornerstones that underpin digital gamification in terms of motivating students for better performance, is a Flow Theory developed by Mihaly Csikszentmihalyi (2008). The “flow” represents a psychological state when a person experiences a balance between the challenge of a task and their skill level. The main features of this state include intense concentration on the present moment, a sense of control over the activity, clear goals and direction, immediate feedback on performance, etc. (Csikszentmihalyi, 1990). In the context of ESP classroom, especially through digital gamification, Flow Theory plays a crucial role, i.e., language learning applications and platforms incorporate elements that promote flow by adjusting task difficulty, providing instant feedback, setting clear goals (such as levels or streaks), and using rewards and game-like challenges. These design features help maintain learner engagement, increase motivation, and improve language retention by keeping users in an optimal state of focused learning. Overall, Flow Theory supports the idea that when learners are in the flow state, they are more likely to enjoy the process, persist in their efforts, and achieve greater educational outcomes.

Digital gamification presupposes a large extent of individual work of a student, their ability to manage their time and, as it has been shown above, to concentrate on a task. This aspect of digitalized language learning is highlighted by Deci and Ryan's Self-Determination Theory (SDT). The authors of SDT argue that optimal learning and motivation occur when three basic psychological needs are satisfied, namely, autonomy (as learners are more motivated when they can choose their own learning paths, topics, or pace); competence (as the need to feel effective and capable of achieving desired outcomes); relatedness (as the need to feel connected to others, to belong, and to experience mutual respect and care) (Deci & Ryan 2000).

In digital language learning platforms, the principle of autonomy is operationalized through features that grant learners control over their learning trajectories. For example, learners may select specific linguistic themes, adjust the difficulty of tasks, or set personalized learning goals.

The need for competence is addressed through the provision of structured feedback, for instance, gamified mechanisms such as point systems, level advancements, and achievement badges serve to reinforce a learner's sense of efficacy and growth.

Relatedness – the desire to feel connected to others – is increasingly integrated into gamified systems via social and collaborative features. Leaderboards, peer comparisons, and group challenges foster a sense of community and collective engagement. These elements not only enhance motivation through social interaction but also encourage persistence by embedding the learning process within a broader social context.

Therefore, the application of SDT within gamified language learning platforms offers a theoretically grounded approach to enhancing learner motivation. By systematically supporting the psychological needs for autonomy, competence, and relatedness, such platforms are better positioned to deliver effective, engaging, and enduring language learning experiences.

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FROM TEXT TO TECH: USING MULTIMODAL BUSINESS NARRATIVES TO ENHANCE CRITICAL DIGITAL LITERACY

In today's challenging global and local contexts, language education must provide learners not only with communicative competence but also with the critical and digital literacy skills needed to navigate an increasingly multimodal world. According to Steven Denning, narrative "comprises an array of tools, each suitable to a different business purpose" (Denning, 2006). Multimodal business storytelling – ranging from startup pitches to social media video content – can empower students of English for Specific Purposes (ESP), particularly in business and marketing contexts.

The benefits of using film clips as multimodal resources in teaching English as the foreign language have been undeniably proven by multiple studies and practical applications, especially when teaching pragmatic features of conversational interaction (Palmer-Silveira, 2015). Original business resources are usually deemed to be too complicated for ESL students and are replaced by adapted audios and texts from Business English textbooks. The drawbacks of such materials have become even more evident with the development of the Information and Communications Technologies (ICT).

Practical classroom applications of authentic materials (e.g., Kickstarter videos, brand storytelling on Instagram, infographic campaigns) and task-based activities, on

the other hand, have the potential to engage learners in analysing rhetorical strategies (as applicable skills for their projects), evaluating visual-verbal coherence, and producing their own digital narratives.

Students learn to identify and critically evaluate the persuasive strategies used in business narratives. For example, analysing Shark Tank show pitches provokes the following questions: 1. What emotional appeal is used? 2. What assumptions are made about the audience? 3. How do visual elements (color, layout, pace) enhance or contradict the verbal message?

This approach fosters critical media literacy, encouraging learners to go beyond surface meaning. Furthermore, when students examine the same narrative (e.g., a company's origin story) across different platforms (a website, a YouTube video), they must compare how meaning shifts depending on the mode, audience, and medium. Using the acquired critical insights, students are able to produce their own digital business stories (e.g., mock startup pitches, brand presentations, interactive CVs), which involve making deliberate choices about design, tone, structure of the narratives; justifying those choices based on audience, purpose, and context; engaging in peer review to refine their work. This practical application not only builds language and digital skills but also deepens strategic and creative thinking.

The proposed approach is especially relevant for Ukrainian Higher Education where innovation and adaptability are essential when preparing a new generation of specialists to enter the labour market. Ukraine, along with Poland and Estonia, is one of the three largest startup industries in Central and Eastern Europe with 26,000 startups in 2023 (Dudko, 2024). By embracing multimodal content, educators can offer students a future-oriented learning experience that fosters increased learner motivation, real-world relevance, and the development of 21st-century skills essential for business communication while supporting emotional and cognitive engagement through creativity and critical thinking.

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TEACHING MONOLOGUE IN THE EFL CLASSROOM THROUGH FOUR-ACT DIGITAL STORYTELLING

Developing learners' ability to express themselves fluently and coherently remains a critical challenge in EFL teaching. While traditional speaking tasks may focus on accuracy or fluency in isolation, they frequently fall short in supporting learners to develop structured and meaningful monologues. Combining narrative thinking with multimedia tools, **digital storytelling** transforms speaking practice into a process of creative expression, critical thinking and language acquisition. Unlike simple retelling or scripted dialogues, digital storytelling tasks require learners to create original content, plan its structure, select appropriate language and present it in a multimodal format.

This paper introduces a "four-act" digital storytelling model designed to support the development of oral production skills in the EFL classroom. The model includes *four stages*: **Preparation**, **Exploration**, **Development** and **Presentation**.

The first stage, P**reparation**, introduces students to the foundational elements of storytelling. At this stage, learners begin by sharing their prior experiences and knowledge related to stories. They are guided through the key components of a narrative: setting, character, conflict, plot and theme. Additionally, they engage in targeted sentence-construction exercises to revise essential language structures required for effective storytelling. Following this, students listen to a sample story and independently analyze its structure, identifying each narrative stage. This activity deepens their comprehension of how effective stories are constructed and improves their ability to apply this framework in their own digital storytelling.

The **Exploration** stage initiates the creative groundwork for students' own stories. At this point, learners define the setting, main character, timeframe and surrounding circumstances establishing the narrative foundation of their own story. This stage combines idea generation with the development of monological speech. Through a series of activities, learners practice constructing coherent and logically sequenced utterances. They are encouraged to use connectors and descriptive language, drawing on their imagination in order to shape the content and direction of their future stories.

The **Development** stage focuses on creating the potential storyline of the narrative. At this point, learners work on building the plot, identifying central problems and suggesting possible solutions. Learners begin constructing their own interactive stories using digital tools. A key activity within this phase is the creation of ***a storyboard***, which includes both textual and visual elements to help structure and visualize the main stages and turning points of the narrative. To support the creation of digital stories, students use various online platforms and apps: Canva, StoryboardThat, Draw & Tell, Toontastic etc. To ensure a smooth creation process, students are introduced to the functionalities of these tools and provided with step-by-step instructions for designing custom templates, which serve as a foundation for the final version of their story.

The **Presentation** stage marks the final "act" in developing learners' oral productive skills through digital storytelling. At this point, learners present their

digital stories (either by narrating them live with support of visuals or incorporating pre-recorded voiceovers using digital tools). The presentation activity improves students' speaking skills and provides an opportunity to assess their ability to creatively showcase the outcomes of their storytelling process. While one student is sharing the story, peers listen attentively to their classmates' work and create individual rankings based on criteria such as creativity, clarity and emotional impact. This process encourages students' active listening, critical reflection and analytical thinking.

In summary, findings of this paper highlight the potential of digital storytelling not only as a method for developing communicative competence but also as a means of enhancing learner motivation and ownership. Throughout the model implementation process at school, learners showed a high level of engagement and active participation, particularly appreciating the opportunity to express themselves creatively and work with digital tools. On this basis, we conclude that our model offers a practical and adaptable framework that can advance EFL teaching.

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ADD A LITTLE S.P.A.R.K.L.E:
EFFECTIVE ESL WARM-UPS TO BOOST ENERGY AND FOCUS

The effective start of an ESL lesson is key to a successful educational process. Energizing and engaging students from the beginning is crucial to a lesson. Those are the first minutes that can set a tone for a productive and efficient lesson, create the

atmosphere of trust and open interaction, and boost interest. Therefore, practical warm-up activities are not just ice-breakers but significant tools that enable teachers and students to focus attention, reinforce motivation, and provide a smooth transition to the main topic.

Teachers are persistently looking for alternatives to enhance students' learning and motivation, and the topic of warm-up incorporation into the lesson is paramount. It is commonly mentioned in the context of methods of teaching English. However, this specific topic in the scope of the presentation stage has been beyond scientific research compared to other lesson stages, such as practice and production.

Firstly, defining a warm-up activity and asserting its principles are necessary. According to Allwright (1984), a warm-up activity aims to draw students' attention, set aside some distracting thoughts, and focus students on further activities (Allwright, 1984). V. Syrotkina claims that "a warm-up is an activity that begins the lesson before getting down to the main topic of the class. Its aim is to warm up your students, prepare them for what will take place later, introduce new information in a relaxed way, or review some material from the previous lessons" (Syrotkina, n.d.).

There are several principles a teacher should take into consideration when planning and designing a warm-up activity. R. Velandia researched how enjoyable and short warm-up activities get students' attention at the beginning of the class and observed how students were engaged in the following lesson stages and motivated through appropriate warm-ups. The scholar claims that a warm-up activity should go from the very start of a lesson, be short, related to the topic, useful to continue the class, and an interesting and enjoyable activity. Furthermore, the author states that incorporating warm-up activities is intended to prepare students for a period of concentration, help students begin to work, and focus students' attention (Velandia, 2008).

Based on the scientific background discussed, we can propose the acronym S.P.A.R.K.L.E. to represent a standard approach for incorporating warm-ups. The term "sparkle" directly signifies "to shine brightly with many small points of light,"

which aligns well with the principles of designing effective warm-up activities (Cambridge University Press, n.d.).

The S.P.A.R.K.L.E. approach is introduced to describe the main criteria by which effective warm-ups can be assessed. This acronym is designed to help teachers construct their activities to activate language, build confidence, and set the tone for meaningful learning. The acronym SPARKLE is employed to show how a teacher should consider planning and preparing warm-ups.

S stands for *start* with energy. It relates to the activity immediately starting a lesson with something lively to capture attention and create a positive atmosphere. A good warm-up ensures a gentle transition into "English mode." Whether it is a short chat, a question, or an easy game, the focus is to set a strong and clear start. For instance, a teacher can introduce an image of an animal and ask students what animal they associate themselves with and why.

P implies *prepare* the mind. In other words, a teacher introduces a relevant topic or grammar structure. A teacher can provide students with a set of vocabulary (familiar words in the scope of the lesson topic) and ask students to generate an image using a detailed description through AI resources, for example, https://tengr.ai/en. This encourages spontaneous language use and critical thinking from the start.

A stands for *activating* students' prior knowledge, experience, or associations. Instead of asking students how they spent the weekends or what interesting things they did the day before, a teacher suggests students share their experiences by showing pictures on their phone. This primes learners' brains, making new content more meaningful and easier to retain.

R suggests *relating* a warm-up activity to the lesson topic to build a clear learning pathway. For instance, a teacher presents various images, memes, and word clouds for students to guess the topic. Creating a mind map to brainstorm ideas corresponding to the topic can be productive and involve students in active cooperation.

K means *kindle* the interest or emotions. Here, students are presented with a feelings or emotional scale. It can be a collage of animals/babies/birds, or emoji scales. Students choose the image or emoji that resonates with their mood and feelings, and give reasons for their choice. This activity can provoke empathy and reinforce emotional intelligence by creating a touching bond among students.

L presents the idea of *lightening* the mood. A teacher can suggest some mistakes in memes, and students should identify them. Students like video shots from TikTok and YouTube, so a teacher can incorporate them to reflect on how students feel or how they foresee their working week or day. Video shots with animals usually level up students' mood and help to distract them from the serious and challenging issues they may experience in their lives and studies. Humor builds rapport and creates a safe, positive learning environment where students feel comfortable taking risks with language.

E indicates *engaging* students in pair or group work. Generally, any warm-up activity should be designed to get students to collaborate, reducing their interaction with the teacher. Students can discuss the lateral thinking riddles (https://parade.com/1288259/marynliles/lateral-thinking-puzzles/) that a teacher prepares in advance, and describe a photo using websites, http://secretdoor.notepadwebdevelopment.com/, and https://www.window-swap.com/. These websites enable students to recycle the vocabulary (e.g., weather, daily routine, etc.), grammar structures (e.g., using present continuous to explain what is happening in the photo), and predictions. It depends on a teacher's mastery of how to turn pair work, mingling, or group work into the active classroom where every single participant takes part, speaks, and listens – even in the first five minutes.

Some essential points to be considered for the warm-up design are psychological adaptation from the mother tongue to English, the clarity of the activity instructions to avoid delays and confusion, and modifying warm-ups based on students' proficiency and learning needs. It is necessary to remark that no matter how simple or low-prep warm-up activities can be, they require thorough preparation, since a teacher can take advantage of them to plan a lesson and make it efficient.

To sum up, warm-up activities in the scope of the SPARKLE approach are not pleasant supplements to a lesson but powerful tools that can serve to achieve pedagogical dynamic outcomes. A creatively designed and prepared activity can serve as a "sparkle" that ignites students' desire to learn, think in English, and actively participate in the educational process.

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ENGLISH DICTATION PRACTICE IN EFLT

Dictation is a valuable tool in language teaching and assessment. It involves reading a passage aloud to students learning a foreign language, enabling them to practice listening and writing accurately (Cambridge Dictionary, n.d.). This method is highly effective for developing writing strategies and enhancing language and speech skills. Sawyer and Silver (1972) categorize dictation into four types, each serving distinct purposes: (1) phonemic item dictation, focusing on individual sounds; (2) phonemic text dictation, where learners transcribe short texts phonetically; (3) orthographic item dictation, testing spelling through individual words; and

(4) orthographic text dictation, involving short texts to assess spelling and writing skills.

Dictation is a comprehensive exercise that integrates listening, spelling, and vocabulary development, encouraging students to focus on auditory processing, memory, and writing simultaneously (Ray, 2013, p. 124). It reinforces sound-symbol relationships, improves attention to spelling and punctuation, and fosters mental visualization of words, strengthening cognitive connectivity (Ingram & King, 2006, p. 6). Practicing dictation also enhances short-term memory and helps students distinguish between homophones, as meaning guides their choices (Ray, 2013, p. 124).

Additionally, dictation exposes students to varied sentence structures, paragraph organization, and new vocabulary, sparking discussion and serving as a foundation for writing formal paragraphs (Ingram & King, 2006, p. 6). Frodesen (1991) notes that dictation is particularly effective for addressing grammatical errors in writing caused by misperceptions of spoken English, helping students identify and correct such mistakes (p. 268). Dictation texts can be familiar, serving as an assessment tool, or unfamiliar, introducing new vocabulary and concepts.

The typical dictation procedure can be outlined as follows:

1. During the initial reading, the text is presented at a natural conversational pace, and learners listen.

2. For the second reading, the text is divided into manageable phrases, with learners writing as they listen. Adequate pauses are provided between phrases to ensure everyone has time to write, and punctuation is provided.

3. A third reading occurs with pauses after each sentence, allowing learners to finalize and review their work.

4. An additional reading, delivered naturally without slowed phrasing, helps boost learners' confidence.

Dictations can be collected for grading or corrected in class. For in-class correction, students can collaborate in small groups before reviewing answers with the whole class.

To conclude, dictation remains a powerful technique in teaching English to non-native speakers, fostering an integrated approach to developing their listening, writing, and cognitive skills. Its adaptability – whether as an assessment tool or a means to introduce new linguistic elements – makes it suitable for learners at various proficiency levels.

Furthermore, dictation's ability to address common errors, such as those stemming from aural misperceptions, underscores its value in refining students' grammatical and orthographic accuracy. As a time-tested method, dictation is pivotal in creating effective language-learning environments.

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INTEGRATING SOFT SKILLS DEVELOPMENT INTO ENGLISH LANGUAGE TEACHING

In contemporary education, the development of soft skills, such as communication, collaboration, critical thinking and emotional intelligence - is increasingly recognized as integral to learners' success in both academic and

professional contexts. Within the framework of English Language Teaching (ELT), these competencies can be effectively cultivated through a pedagogical focus on content, higher-order thinking skills, and classroom dynamics.

Content is an effective vehicle for soft skills integration. Thought-provoking topics such as cultural diversity, ethical dilemmas, environmental issues and social responsibility invite learners to express opinions, consider multiple perspectives and engage in meaningful conversations. When students explore real-world problems in English, they not only expand their vocabulary but also develop empathy, global awareness, and the ability to articulate complex ideas clearly and respectfully.

A robust platform for embedding soft skills development within language learning is provided by Content-Based Instruction (CBI). This approach promotes intercultural competence, socio-emotional learning and dialogic communication. Materials should be authentic and cognitively engaging, enabling learners to negotiate meaning, construct arguments and reflect on diverse perspectives in English.

Another avenue for soft skills development is promoting higher-order thinking through task design**.** Soft skills flourish when learners are challenged to analyze, evaluate, and create, rather than simply remember or understand. By integrating Bloom's higher-order thinking skills into language activities, teachers can encourage critical and creative thinking. For example, asking students to compare arguments in a debate, design solutions to hypothetical scenarios, or write persuasive essays on current issues promotes decision-making, reasoning, and problem-solving. These tasks train students to think independently and communicate their ideas logically and persuasively. Task-Based Language Teaching (TBLT) and inquiry-based learning facilitate the development of higher-order thinking skills (HOTS), which are essential for 21st-century learners.

Finally, let us consider classroom dynamics and the affective dimension. The social constructivist paradigm in ELT emphasizes the role of interaction and collaboration in language development. Group work, peer feedback, and collaborative projects build teamwork, leadership and conflict-resolution abilities.

Role-plays and simulations help students practice adaptability and emotional regulation in various social contexts. Furthermore, a supportive and respectful classroom culture fosters active listening and constructive communication. Creating a psychologically safe environment, where affective factors such as motivation, self-efficacy and empathy are acknowledged, enables students to engage more fully in communicative practices. Teachers can model and encourage behaviors such as turn-taking, acknowledging others' contributions, and managing disagreements with tact and diplomacy. They act as facilitators, modeling socio-linguistic competence and providing feedback that promotes both linguistic and interpersonal development .

Thus, incorporating soft skills into ELT is not only possible but pedagogically sound. Through intentional curriculum design, cognitively challenging tasks, and supportive classroom interaction, language educators can provide holistic learning experiences that address both communicative competence and personal growth. Educators can create rich learning experiences that prepare students for real-life challenges. In doing so, they nurture not only proficient speakers of English but also thoughtful, adaptable and empathetic individuals.

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LEARNING STRATEGIES: HELPING STUDENTS BECOME BETTER LEARNERS

Introduction. In the modern educational landscape, learning strategies play a crucial role in helping students enhance their academic performance and overall cognitive development. Effective learning strategies are essential, particularly in second language acquisition, where students must adopt methods that facilitate comprehension, retention, and application of new knowledge. This article explores various learning strategies, their benefits, and how they contribute to better learning outcomes, particularly in studying English as a second language.

Literature Review. Over the years, numerous studies have been conducted to identify and analyze effective learning strategies. According to Oxford (1990), learning strategies can be categorized into cognitive, metacognitive, social, and affective strategies (Oxford, 1990). Cognitive strategies involve direct manipulation of information through techniques such as summarization and note-taking, whereas metacognitive strategies focus on planning, monitoring, and evaluating learning processes. Social strategies emphasize interaction with peers and teachers, while affective strategies deal with managing emotions and motivation in learning. Research by Chamot and O'Malley (1994) further highlights the importance of strategy training, demonstrating that students who actively engage in structured learning strategies tend to achieve higher academic success (Chamot & O'Malley, 1994).

Benefits of Learning Strategies in Studying English. The use of effective learning strategies provides multiple advantages for students learning English. Firstly, **improved retention and recall** is one of the most significant benefits. Techniques such as mnemonic devices, spaced repetition, and visualization help students remember vocabulary and grammar rules more efficiently. Secondly, **enhanced comprehension skills** enable students to grasp complex reading materials and spoken

language, leading to improved communication. For instance, employing active reading strategies, such as skimming and scanning, allows learners to extract relevant information quickly. Thirdly, **greater self-regulation and motivation** arise when students use metacognitive strategies to monitor their own progress. Goal-setting and self-assessment help learners stay engaged and motivated to improve. Lastly, **increased confidence and fluency** develop through the use of social strategies, including group discussions, role-playing, and language exchange programs, which provide real-life practice opportunities (Конотоп, 2025).

Drawbacks of Studying Strategies in English Language Learning. However, there are also drawbacks. First, some students may find learning strategies **difficult to implement effectively.** Second, the application of strategies can be **time-consuming,** slowing down progress. Third, not all strategies work equally well for every learner. Fourth, over-reliance on strategies may **reduce spontaneity** in language use. Fifth, some strategies require **additional resources or guidance**, making them less accessible. Sixth, focusing too much on strategies might **divert attention from practical language practice**. Seventh, improper use of learning strategies may lead to **frustration and decreased motivation** (Конотоп, 2025).

Conclusion. Incorporating effective learning strategies into education is essential for students to maximize their potential and achieve success. By utilizing cognitive, metacognitive, social, and affective strategies, learners can develop better retention, comprehension, and confidence, especially in learning English as a second language. Educators should focus on training students to adopt and apply these strategies to foster independent and effective learning habits. As future research continues to explore innovative approaches to learning, the role of strategic instruction will remain vital in shaping competent learners.

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VISIBLE THINKING ROUTINES IN THE ENGLISH LANGUAGE CLASSROOM

According to "The Future of Jobs Report 2025" presented at this year's World Economic Forum (2025), by 2030 the most critical skills for future employers will include, among others, analytical and creative thinking. Undoubtedly, the ability to think analytically and creatively is essential in our constantly changing world as it helps to effectively analyze information and make sensible decisions in both professional and personal life situations. However, thinking abilities do not evolve by themselves. They can and should be developed in the course of the educational process including the English language classroom. The problem is that when it comes to activities requiring thinking, a teacher may never be completely sure that their students are really thinking about the given topic and not daydreaming. Therefore, visible thinking routines (VTR) can be helpful for teachers in "tracing" their students' thoughts.

It all started at Harvard Graduate School of Education in 1967 within a huge research called "Project Zero". Its mission was "to understand and nurture human potentials – such as learning, thinking, ethics, intelligence and creativity – in all human beings" and "examine the nature of such potentials, the contexts and conditions in which they develop, and the practices that support their flourishing" (Harvard Graduate School of Education, 2020). One of this research's multiple projects was dedicated to visible thinking which is defined as "a flexible and systematic research-based conceptual framework, which aims to integrate the

development of students' thinking with content learning across subject matters" (Harvard Graduate School of Education, n.d.). It means that by giving students some activities (routines) consisting of simple steps or questions, it becomes possible not only to develop their thinking abilities but also to make sure that they are actively involved in the thinking process and even aware of it. These routines can be adapted to various classroom contexts (number of students, age, English proficiency level, etc.) and used for practicing particular vocabulary units or grammar patters if needed. Below, there are provided some examples of such routines from the "Thinking Routine Toolbox" given on the project's web page dedicated to visible thinking.

The first one is "See, Think, Wonder". The teacher presents a picture or any other object, gives students some time to look at it, and asks them to describe what they see. In the second step, students share what they think about what they see. The teacher may also ask what makes them think like that. In the third step, students are encouraged to say what they are wondering about regarding this object, i.e., what questions remain for them. Students may start by presenting their ideas individually and then discuss what they are wondering in mini-groups thus developing collaboration skills.

The next one "I Used to Think…Now I Think…" aims to explore how students' opinions about a particular issue have changed in the course of learning. It can be used after reading new information, watching a video, or even after group discussions or debates on a controversial topic.

The routine "Think, Puzzle, Explore" is recommended for use at the beginning of learning a new topic. It helps students activate their background knowledge about the topic by asking "What do you think you know about this topic?", generate further ideas and sparkle curiosity by asking "What questions or puzzles do you have about this topic?" and encourages them to conduct deeper analysis or study by asking "How might you explore your puzzles about this topic?". One of the most important things in implementing this routine is to give students adequate time to speculate and make notes.

Ron Ritchhart (2008) indicates such positive changes due to using VTR: classroom activities become more learning-oriented; even struggling students become more active and confident; students' awareness of thinking strategies greatly increases; teachers can more accurately assess students' understanding. It should be noted that to make the best of these routines, it is better to introduce them gradually and practice them regularly.

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READING AS A MEANS OF MEETING STUDENTS' EDUCATIONAL AND EMOTIONAL NEEDS

Doing reading in English serves a triple purpose: it addresses students' educational needs; it brings intellectual pleasure; and it is an effective therapeutic method, a potential outlet for anxiety, which allows people to take care of their mental health.

Unfortunately, discussing fiction in the classroom is often reduced to mere plot summary. One of the ways of teaching students to adequately comprehend and

interpret a complex literary work is to show them how to do **text world analysis**. We use this method in the classroom when discussing poems, short stories, chapters of a novel or a whole novel; also, the analysis is successfully applied in philological research projects.

According to Text World Theory (Werth, 1999; Gavins, 2007, 2020), when reading a text, people construct its mental representations – **text-worlds** – in their minds. Three major types of elements, expressed by a variety of linguistic items, are required to build a text-world: (a) **world-builders** that indicate time, location, characters, and objects; (b) **relational processes** – elements that identify world-builders and describe relations among them; (c) **function-advancing propositions** – elements that describe events, actions, and states, thus propelling a story. Another important aspect of Text World Theory is the so called **world-switches**: changing pictures in readers' minds by changing one or more world-builders, most commonly time and place of action, and characters. Changes in attitude (characters' wishes or necessity) result in the emergence of **modal-worlds**.

To illustrate how it works, we will cite Michael Swan's poem *How Everything Is* (2011, p. 2) commented by MA students of the English Philology Department, Precarpathian National University in November 2024.

How Everything Is

Perhaps this is how everything is.
The scree steepens into a rockface;
you work your way up ten or twelve pitches,
each worse than the one before,
the last a brutal overhang
with few holds, and those not good;
somehow, pushing your limits,
you struggle through to the top
with your arms on fire,
to find a car park, toilets and a café.

Outwardly, the author describes climbing a rock face. The objects “The scree”, “a rockface”, “overhang” indicate an unidentified mountainous location. The time is not identified either. The indefinite pronoun “Everything” in the title of the poem, the impersonal pronoun “you” (an unidentified character), and the Present Simple forms of the verbs imply the universality of such an experience. Relational processes “ten or twelve pitches, / each worse than the one before”, “brutal overhang / with a few holds, and those not good”, “with your arms on fire” depict a slow and laborious process of climbing. The function-advancing propositions “pushing your limits, / you struggle through to the top” signal that the climber reaches their physical and emotional limits, but the propositions also reveal a conscious choice to endure hardship to achieve a goal (a modal-world). Finally, the change in spatial parameters and objects (from “the scree” and “a rockface” the character gets “to the top” and sees “a car park, toilets and a café”) causes a world-switch, which is the core of the poem’s meaning. At this point the students’ opinions divided. Some said the poem is about how pointless self-set challenges can be. Others said it is about a battle between civilization and nature, and it is clear which of the two is the underdog.

As for extensive reading, it is crucial to achieve a reasonable balance between students’ reading preferences and the teacher’s idea of a good fiction story. Usually, we ask advanced BA students and MA students to choose a novel, 300 to 500 pages long, and to explain the reasons behind their choice of a particular author/title. When reading, students are supposed to single out several turning points in a novel (one to three pages long each), examine them from a text world perspective, and then to “join the dots” in order to provide their own interpretation of the story, its characters, theme(s), mood, the author’s attitude, etc. Such educational projects extend through an academic year; at the end of each semester students make presentations of intermediate/final results, and discuss them with their classmates.

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KEY TERMINOLOGICAL CONCEPTS IN MYKHAILO MOSKALENKO'S TRANSLATION STUDIES FRAMEWORK

Mykhailo Nykonovych Moskalenko (1948–2006) was – among other honorable roles – a prominent historian and theorist in the field of Ukrainian translation studies. As a distinguished literary scholar and translator, he made an invaluable contribution to the development of Ukrainian translation theory. A representative of the literary branch of translation studies and a follower of Mykola Zerov's school, M. Moskalenko upheld and advanced the traditions of neoclassicism. He expressed deep respect for Maksym Rylsky, learned from Hryhorii Kochur – his mentor during French poetry evenings at the Writers' Union – and collaborated with Mykola Lukash editorially, later advocating for and popularizing his work.

M. Moskalenko focused his historical research on compiling a comprehensive catalogue of key figures and events, demonstrating how deeply translation was embedded in Ukrainian national tradition and identity formation. His work not only built a cultural bridge to the broader world but also fostered the development of the Ukrainian language and literature.

Like Roksolana Zorivchak, M. Moskalenko viewed the concept of translation as the one whose intesion includes historical boundedness and changeability. However, the scholar further elaborated that the boundaries between the concepts of

"translation" ("переклад"), "rehash" ("*переспів"), "*imitation" *("наслідування*"), "variation" ("варіація"), "adaptation" *("переробка*"), and "*a* work based on the motifs of" ("твір на мотиви") are also historically fluid. As a result, Mykhailo Moskalenko understood translation from a broader cultural and historical perspective. For example, he interpreted religious texts concerning pagan gods – Slavic and possibly Old Iranian – as representations of "translations from a divine language into a human language." Similarly, he referred to the Scythian-Hellenic narratives recorded by Herodotus as translations or mutual translations of several distinct traditions. The Christianization of Kyivan Rus', in Moskalenko's view, was also accompanied by a process of transition – translation into a Christian language.

M. Moskalenko defines the concept of translation as a form of borrowing that performs a range of functions – cultural, aesthetic, historical, educational, enlightening, informative, and communicative. In this regard, his position aligns with those of Roksolana Zorivchak and Vitaliy Radchuk. Two of the core terms that M. Moskalenko employs in his critical analysis of translation quality are "*повнота*" (*povnota*, "comprehensiveness") and "*близькість*" (*blyzkist'*, "proximity"). Notably, the intension of both concepts includes the relevant characteristic of gradation – that is, they can vary in degree from lower to higher. The term "*близькість*" is used by the scholar in various grammatical forms, such as "*близько*" (blyz'ko, "proximately") and "*наблизитись*" (nablyzytys, "approximate"). M. Moskalenko's "*повнота*" correlates with "повноцінність" ("povnotsinnist'"), a term used by V. Koptilov in his critical analysis as a reflection of the "golden mean" principle. At the same time, M. Moskalenko acclaimed the neoclassics' principle of "sacrificing the secondary for the sake of the primary," thereby promoting the idea of "рівноцінність". In his critical analysis of Lada Kolomiets' monograph, M. Moskalenko emphasized the concept of "*balanced translation"*, whose intension scope includes the criteria of "*accuracy*" and "*aesthetic value*" (*художність*), both of which contribute to the "*literary value*" of a translation.

Unlike many other theorists, M. Moskalenko does not oppose the concept of "free translation" to the concept of "fidelity." This is likely because he considers the

concept of "translation" not only in the literary meaning, but also in a broader cultural and historical context. Among the so-called "technical terms," M. Moskalenko frequently uses the term "відповідність" (vidpovidnist', "correspondence"), along with its related forms: "відповідати" ("to correspond"), "відповідний" ("corresponding"), and "відповідно" ("correspondingly"). The intension of the concept of "accuracy", by M. Moskalenko, includes the relevant characteristic of preserving "the features of formality and sense" of the original text.

In M. Moskalenko's framework, the concept of "*adequacy*" includes the essential characteristic of preserving "*content*, *sense*, and the *structure of literary imagery"*. M. Moskalenko describes the strategies of "*foreignization*" and "*domestication*" using terminology introduced by M. Zerov, referring to them as *"переклади з чужого на своє"* ("translations from the foreign into the native").

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DEVELOPING EFFECTIVE COMMUNICATIVE STRATEGIES IN THE WAR TIME EFL CLASS

The modern world is undergoing rapid evolutionary processes that influence every aspect of our lives, including education. The shift from a teacher-centered to a student-centered approach, interdisciplinarity in education, the integration of AI, and other developments compel us to seek new teaching methods and techniques that support quality education and lifelong learning, with a focus on sustainability in education. Regardless of which aspect of education we examine or which tools we use, the importance of effective communication and the development of communicative skills remain central to the harmonious development of individuals and their preparation for future professions. This is nothing new for educators; however, the circumstances have changed. The war in Ukraine has had a profound impact on interaction in classroom settings. Teachers and students must remain mindful of personal experiences, circumstances, and the ways in which the war affects perceptions of the learning environment.

In this article, we aim to investigate effective communicative strategies that can help teachers address the challenges of the wartime EFL (English as a Foreign Language) classroom. We will examine the theoretical background of the topic, describe selected strategies to enhance communication, and offer tips and recommendations for their implementation in wartime EFL settings.

Communicative language teaching (CLT) emphasizes interaction as both the means and ultimate goal of learning a language (Richards & Rodgers, 2014). The

core of this approach lies in fostering learners' ability to use language effectively and appropriately in real-life situations. In times of war or crisis, however, the dynamics of the EFL classroom undergo significant changes. According to Crisis Pedagogy (Freire, 1970; Bozkurt et al., 2020), education under duress must adapt to learners' psychological states, environmental instability, and technological constraints. In war-time EFL classrooms, traditional communicative practices may be disrupted by displacement, trauma, and limited access to materials or digital tools. Additionally, resilience theory in education (Masten, 2001; Ungar, 2012) highlights the importance of fostering protective factors—such as supportive relationships, adaptability, and agency—in learners. In wartime EFL classes, communicative strategies can help build these factors by encouraging self-expression, intercultural dialogue, and the development of critical thinking and autonomy.

Fostering Collaborative Conversation in the Classroom.

Promoting active learning and enhancing communication skills are essential for rebuilding and strengthening student interaction. Activities such as **Fishbowl Discussion (**involves students seated in concentric circles, where the inner group discusses a topic while the outer group observes, promoting deep engagement and reflective observation (Rosyidi & Paris, 2023)), **Inside-Outside Circle (**allows students to discuss rotating topics with multiple partners, enhancing adaptability and conversational agility (Wijaya, 2017)), and **Collaborative Problem Solving** (requires students to work in groups to analyze real-world challenges, encouraging the exchange of diverse perspectives and reasoning (Xu, Wang & Wang, 2023)) cultivate active participation, critical thinking, and effective collaboration.

These activities enhance collaboration and communication by fostering meaningful peer interaction, ensure active participation and engagement through dynamic group formats, and promote the development of critical thinking skills as students are encouraged to consider and analyze diverse perspectives.

Enhancing Comprehension Through Active Learning.

To help students build a solid knowledge foundation and deepen their understanding of complex concepts, active learning techniques are essential.

Activities such as **Concept Mapping (**visually organizes information, illustrating relationships between ideas (Chen & Hwang, 2019)), **Think Aloud (**encourages students to verbalize their thought processes, clarifying reasoning and decision-making (Zhai & Mou, 2017)), and **Inquiry-Based Projects (**empower students to formulate research questions and investigate solutions, bridging theoretical learning with practical application (Wahono & Zahro, 2021).) support comprehension and foster independent learning:

These strategies enhance comprehension by helping students organize complex information and make their thought processes visible. They also support the development of communication skills, as students articulate ideas and reasoning aloud, and nurture critical thinking by guiding students through inquiry and independent problem-solving, linking knowledge to real-world applications.

Exploring Future Goals to Empower Students.

Encouraging students to articulate and explore their future aspirations provides clarity, motivation, and a sense of purpose. Activities like **Vision Board Creation (**allows students to visually represent their ambitions, fostering emotional investment (Conderman & Young, 2021)), **Goal Reflection Essays (**guide students in articulating and planning their short- and long-term objectives (Lozano Velandia, 2015)), and **Mock Interview Sessions** (build students' confidence and communication skills through practical interview simulations (Hasriani, 2019)) promote self-reflection, build emotional connection to personal goals, and prepare students for real-world challenges.

These activities foster emotional connection and personal reflection, helping students internalize and visualize their goals. They also contribute to the development of written and verbal communication skills and inspire motivation and self-confidence through goal articulation and simulated real-world experiences.

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INTEGRATING TASK-BASED LANGUAGE TEACHING INTO GENDER EQUALITY DISCUSSIONS

Despite progress toward gender equality in many societies, gender-based stereotypes and inequalities continue to affect how learners perceive themselves and others. Traditional language classrooms often lack the time or flexibility to address such complex topics in depth. This paper proposes the integration of Task-Based Language Teaching (TBLT) in an extracurricular EFL activity as a practical approach to fostering gender-transformative education.

Although gender-related topics are embedded in various Humanities disciplines within the academic curriculum of the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, we identified a clear need among our cadets for a dedicated space to engage more deeply with these issues. Specifically, there was a demand for opportunities to critically explore how constructions of masculinity and femininity, as well as socially assigned roles, shape their personal lives, interpersonal relationships, life choices, and career trajectories. Furthermore, cadets expressed the need to better understand, identify, and challenge the root causes of gender inequality and injustice.

"Equality in Action" was established as an extracurricular club with the aim of fostering authentic learning experiences by engaging cadets in teamwork, leadership, and critical thinking activities. Simultaneously, the club seeks to enhance their foreign language proficiency through the discussion of nuanced topics such as gender identity, equality, and societal roles. Given that the club was designed as a speaking-focused environment in which cadets meet to explore a range of gender-related issues, we selected Task-Based Language Teaching (TBLT) as our primary instructional approach. TBLT is distinguished by its emphasis on task completion rather than pre-determined language instruction. Rather than focusing on specific

linguistic forms, this approach centers each lesson around a meaningful communicative task, with language use emerging organically as learners engage in the activity (Ellis, Skehan, Li, Shintani, & Lambert, 2020). The typical lesson structure within the "Equality in Action" speaking club follows a three-stage Task-Based Learning (TBL) framework: Pre-Task, Task Cycle, and Language Focus. The Pre-Task Stage begins with a lead-in activity designed to generate interest and activate prior knowledge related to the lesson topic, they usually include discussions on gender stereotypes, societal roles, gift-giving practices on International Women's Day, issues related to gender-based violence etc. At this stage, it is essential to activate relevant vocabulary through such strategies as brainstorming, eliciting, and recalling. The pre-task stage can also include playing a recording of people doing the task to give cadets a clear example of what is expected of them.

Once the task is set and is clear to the cadets, they work in pairs or small groups to complete it. As a task, cadets might interview their peers about gender roles in military life, talk about a real-life situation where a cadet was mocked for showing emotion, create a military poster that supports gender equality, or discuss statements like "Men and women should have equal roles in combat." Following task completion, learners prepare and plan a report to present their outcomes to the class, thus emphasizing both process and product.

The third phase focuses on analyzing the language used during the task, with special attention given to forms which cadets found challenging. This stage emphasizes raising awareness of language use and expanding learners' functional language, particularly in areas such as expressing opinions, justifying viewpoints, responding to bullying or offensive remarks, providing reasons, and negotiating meaning. To support this process, controlled practice activities should be incorporated to reinforce the target structures and functions that naturally emerged during the task.

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THE USE OF SILENT BOOKS IN LINGUISTIC AND COUNTRY STUDIES CLASSES

In an increasingly multimodal world, the power of visual narratives often transcends linguistic barriers. Silent books, characterized by their exclusive reliance on sequential imagery to convey story and meaning, present a unique and often overlooked resource within educational settings. Engaging with narratives and understanding cultural contexts are crucial components of effective language learning. Silent books, with their compelling visual storytelling, offer a novel and accessible entry point for learners of all levels. This paper explores the potential of silent books as a valuable pedagogical tool in linguistic and country studies classes, arguing for their capacity to foster visual literacy, stimulate critical thinking, and offer culturally rich experiences in a language-neutral format. By examining their inherent characteristics and exploring practical applications, this study aims to highlight the distinct advantages silent books can offer in these seemingly disparate yet interconnected fields of study.

In many countries there are international prestigious competitions, interested in new talented illustrators, who are able without words, just pictures to tell everyone stories about fairy-tale worlds and heroes, where all the rules are limited only by the imagination of the reader. Silent books are wordless picture books. The story is communicated through illustrations. These books allow children to be creative by telling the stories that they interpret from the pictures (Terrusi, 2017). Studies show that books without words make it easier to express emotions and thoughts in an indirect and abstract way, give confidence and hope for the future, and much more (Жіночий консорціум України, 2023).

The creation and use of such books has been very useful in the Linguistic Studies of English-Speaking Countries course. According to the curriculum of this discipline, this course includes lectures and practical classes.

The aim of this course is to broaden students' horizons and develop the country and language skills of philologists in relation to a number of countries where English is the main or one of the main languages of communication. The course covers the history, geography, political system, language policy, culture and traditions of the United Kingdom of Great Britain and Northern Ireland, the United States of America, Canada, Australia, etc. After studying the theoretical material, students master the language and country studies in the source language in practical classes. This is where the silent books come in handy. After studying all the linguistic and cultural aspects of each country, students are given the task of creating a silent book about that country. The students' imagination helps them to create a book, ranging from a collage comic to illustrations with the main characters. The pedagogical and methodological advantage is that the students do not get tired of reading their classmates' silent books aloud in English and applying their knowledge of specific terminology to a particular course topic. There is a positive result in the acquisition of knowledge and skills in this discipline. The use of silent books in the educational process in higher education institutions may be promising and worthy of further consideration.

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SOME ASPECTS INFLUENCING SUCCESS IN FLT

A great number of publications on FLT seem to have covered all possible aspects connected with language teaching and learning including pedagogical, psychological, technological and other aspects affecting success in language acquisition at different educational levels of both institutionalized and other forms of language learning. However, the interest of teachers, their striving for improving their teaching and providing their students with better functioning methodologies pave the way for further experimenting and modification of FLT.

The trend towards promoting FL teaching and learning and raising the level of FL competence among the citizens makes teachers and others involved in the given sphere further consider the issues that facilitate and complicate the process. The research suggests that alongside essential general didactic aspects (chosen theoretical approaches to FLT, didactic principles given priority, seeing the roles of the teacher and learner, acknowledgement of FLT goals and students' needs, applying relevant teaching methods, etc.), FLT faces difficulties related to the specific nature of varying educational systems (curriculum-related issues, education setting specifics, etc.) and features associated with attitude to foreign language learning.

Hence, one should bear in mind that national and cultural peculiarities matter and have to be considered by those engaged in FLT. Different countries have their own peculiarities regarding the purposes, contexts and traditions of FLT, which prompts that FLT theories should be applied according to specific national peculiarities.

For example, Chinese scholars point to certain inefficiency (time-consuming and inefficient foreign language learning) and even prejudice against FL learning (the presence of "dumb foreign languages") in the national context (Su, 2021). They assert that many Chinese students have learned foreign languages for more than ten years, yet they are unable to express their ideas in those foreign languages either

idiomatically or fluently (Su, 2021). As a result, the Chinese researchers have realized that simply introducing FLT theories from abroad is an approach that has been unable to meet the real needs of the practice of FLT in China, which made them engage in research on FLT theories with China's national peculiarities, and proposed a series of FLT theories with Chinese characteristics (Chen, 2015).As for the attitudinal aspect, it may reflect not only the existing prevailing views on FLL in the community but also varying attitudes to learning different languages (considering assumed relevance, difficulty, etc.). The study of researchers from Croatia suggests that there exists a significant difference between the learners of Italian and German even taking into account that in general they agree that the knowledge of foreign languages leads to a better social status, more successful socialisation and benefit in one's professional career (Kovac & Zdilar, 2017). For example, the learners of German perceive the language as more difficult than Italian.

The acknowledgement of the variety of aspects that may hinder FLT and FLL is essential for FL teachers as it prompts them to undertake efforts to cope with negative attitudes and find ways to satisfy the needs of their students. There is a common agreement that the feelings and emotions of foreign language learners substantially affect their perceptions and attitudes towards FLL as well as understanding that the increased level of personal motivation and interest in learning of a particular foreign language provokes better learning results. It is also true considering Ukrainian students who apart of culturally-determined and attitudinal aspects face serious psychological and moral tension that urges teachers to think of and work out ways to help their students overcome those difficulties and challenges.

Thus, present-day FL teacher has to be proficient in and care not only for pedagogically justified teaching practices but also for cultural, attitudinal and social-emotional aspects of the teaching process, focusing on compassionate teaching and establishing emotionally positive and supportive educational communication with students (Kuznetsova & Shtefan, 2022).

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DISTANCE EDUCATION IN ENGLISH FOR PROSPECTIVE TRANSLATORS

Modern fast-moving conditions of human life often provoke the emergence of situations in which it is necessary to overcome difficulties and respond to multifaceted challenges, to show readiness to maintain a high level of self-efficacy in activities, communication and social interaction, and to ensure the success of self-realisation (Kolomiiets, Shulga, & Lebed, 2023, p. 143).

As it turned out, there can be a very high demand for distance learning during times of global crisis, especially the coronavirus pandemic in the spring of 2020. By guaranteeing that all of the educational material was absorbed, holding classes online,

and establishing remote control over the knowledge, skills, and abilities developed by students in higher education institutions, distance learning helped to avert the impending crisis in the educational system.

Leading universities in Canada, Finland, France, Germany, Italy, Spain, the United Kingdom, the United States, and other nations offer a sizable number of online courses, demonstrating the relevance of distant learning (Schmit, 2006).

Distance learning plays a crucial role in the training of future translators, as the nature of modern translation work is increasingly remote. Translators who specialize in written translation often operate as freelancers, with their entire workflow reliant on contemporary information and communication technologies – from receiving source materials to carrying out the translation, editing, quality assurance, and delivering the final product to the client or a translation agency acting as an intermediary. Meanwhile, interpreters are also shifting towards virtual environments, thanks to innovations such as Interpreting Management Systems (IMS) and Interpreting Delivery Platforms (IDP). Therefore, in addition to teaching translation techniques and theoretical foundations, it is essential to cultivate students' ability to work remotely. This includes fostering self-discipline, time management, accountability in meeting deadlines, and a commitment to continuous self-improvement and diligent personal development.

Distance learning refers to an educational format in which most instruction is delivered through information and communication technologies, with instructors and learners located in different geographical areas (Proctor, 2009). It can occur in various modes: synchronous, where participants interact in real time within an online learning environment, and asynchronous, which allows for time-delayed engagement among participants (Ministerstvo osvity i nauky Ukrainy, 2013).

Currently, there is a wide array of tools available for distance education. These include synchronous tools (such as video conferencing software and live chat platforms), asynchronous tools (including web-based systems for assignment creation, submission, and evaluation, as well as email), and hybrid tools that support

both modes of interaction. Examples of the latter include Learning Management Systems (LMS), social media platforms, and messaging apps.

Researchers (Striuk, 2015) have classified distance learning tools based on their function: communication tools (e.g., messaging apps, chatrooms, email); instructional content tools (e.g., digital textbooks, manuals); skill development tools (e.g., simulators and virtual environments); collaboration tools (e.g., virtual classrooms and videoconferencing); assessment tools; and tools for managing the learning process (e.g., test creation platforms).

Distance learning can be integrated into higher education either as a standalone method or as part of a blended learning approach. The latter combines traditional in-person education with remote components supported by technology. Blended learning is defined as an intentional process of acquiring knowledge and skills within formal education, where some elements are delivered remotely using ICT tools that support content delivery, assessment, and interaction (consultations, discussions). This approach enables students to control aspects such as timing, location, learning path, and pace (Buhaichuk, 2016). For translator training, incorporating distance learning is particularly beneficial due to the technological nature of the profession. Students must become proficient in electronic communication, information sharing, typing, and online interaction norms.

The benefits of distance learning are numerous. It is suitable for foreign language instruction at any stage of higher education and is not merely a form of correspondence study or self-guided learning. Instead, it aligns with the structure and goals of full-time education. Distance learning allows students to engage with material and receive consultations at their convenience, regardless of their location (Sydorenko, n.d.). It promotes educational access for individuals regardless of residence, health, or social background, thereby widening the reach of higher education. The educator's role also evolves: in a distance format, instructors become mentors and consultants who guide learners, continually update their skills, and foster creativity and professional growth (Oliynyk, 2014, p. 245). Additionally, students who feel anxious or uncomfortable in traditional classrooms may experience

psychological relief in an online learning setting. However, distance learning presents challenges in objectively evaluating student knowledge, which may impact academic outcomes.

Our examination of key distance learning tools for translator education, along with insights from practical implementation, affirms their relevance and value in higher education. Overall, students respond positively to digital communication formats, appreciate the benefits of remote learning (such as time savings, comfort, and flexible schedules), and recognize its potential. Further research in this area is complex and multifaceted, ranging from the development of specialized translation teaching methods for various education levels to large-scale experimental testing and comparison with traditional instructional formats.

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METHODS OF TERMINOLOGY PROCESSING IN ESP CLASSES IN DIFFERENT-LEVEL GROUPS

The methodology of introducing new lexical material in foreign language classes, practicing new lexical units, and actively using them in oral speech is the subject of constant discussions and debates among foreign language teachers in schools and higher educational institutions.

Most supporters of modern teaching methods believe that the effectiveness of the foreign language course as a whole largely depends on what methods and types of educational activities the teacher uses when working with new lexical material.

Vocabulary is of crucial importance and is the foundation in the process of mastering a foreign language by those who study (Sagmiller, 2002, p. 54).

Vocabulary is not only a linguistic but also a cultural phenomenon. Students should learn the social meaning of a word in a foreign language, not just its equivalent in their native language (Allen, 1983, p. 14). Students' success in learning vocabulary depends to a certain extent on their motivation and on the methodological techniques offered by the teacher during the lesson, which should aim to evoke a desire to learn and use new lexical units.

ESP groups are not just about learning a language. They are an opportunity to learn and master a language in the context of one's professional field, adapting to different levels of training and program requirements. Each ESP (English for Special Purposes) course is unique and has specific features. First, they are designed to provide students with a vast lexical arsenal in the relevant areas of professional activity. Mastering these thematic lexical units and their correct use in future work is an important requirement. This influx of specialized vocabulary can be overwhelming, but it is precisely this that builds the skills necessary for a successful career.

Secondly, the groups of students taking ESP courses differ in their level of English proficiency. This means that the number of words that they must master in class varies significantly, which requires the teacher to create an individual approach for each student, ensuring the optimal learning process for everyone.

Third, since ESP programs require highly professional training in the limited study time of the program, the workload on the teacher increases, and the ability to use an individual approach to each student is limited. However, this fact should not mean a deterioration in the quality of teaching. Teachers should carefully plan classes to ensure the appropriate level of preparation and the ability of students to use the language confidently in a professional environment.

At the initial stage of vocabulary development, i.e., getting acquainted with the form of a word, its translation, and practicing pronunciation, students can cope independently with the help of well-known online services, such as Google Translate,

TTS reader and GPT chat. However, to introduce this vocabulary into the active vocabulary, you need to master specific techniques. At this stage of mastering a word, the role of the teacher increases, who, using pedagogical methods and types of speech activity, contributes to the assimilation of certain terminology and its transfer to the long-term memory of students.

Let us consider a few examples of exercises and tasks that are advisable to introduce in different-level groups of students at different lesson stages. One of the popular types of work at the beginning of the lesson is brainstorming lexical material on the topic of the lesson. The teacher invites students to provide words that they associate with the topic of the lesson. Students with a weak knowledge of a foreign language are given the task of providing any words. In contrast, students at a more advanced level are asked to name words for a particular letter of the alphabet or a certain part of speech (only adjectives or verbs). Students with a higher advanced level are asked to explain why they chose these lexical units in a foreign language. This type of work not only activates students' passive vocabulary but also develops communicative skills.

Another type of work is usually carried out at the end of the lesson to revise the introduced lexical material. Students are divided into subgroups and asked to make a list of keywords that were introduced (studied) during the lesson. In each subgroup, students are assigned different roles (weaker ones name and write down words, stronger ones make up definitions for them). After a certain time, a competition begins between the groups: they compare word lists and cross out identical words; the team that has collected more unique words on the topic and provided correct answers to questions (definitions of the other team) is considered the winner.

Another type of work with terminology, which can also be considered communicative and differentiated, is the development of monologue speech. For example, students will receive a card with a term from the teacher. They have time to prepare (3 - 5 min.), then they must talk about this term for a certain time (1 - 3 min.). Clearly, weaker students are assigned to speak for 1 minute or less, and stronger ones

get less time to prepare. Also, in advanced-level groups, preparation time can be canceled altogether.

Thus, differentiated lexical games and types of work contribute to creating a competitive atmosphere in the lesson, captivate students, increase their self-esteem and interest due to an individual approach, motivate students with a low level of foreign language to work more carefully during independent work, and develop autonomous learning skills.

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CHARACTERISTICS AND LANGUAGE OF HR EDUCATIONAL TEXTS: ADAPTING TO A RAPIDLY CHANGING INDUSTRY

Introduction. Educational texts serve a crucial role in structuring knowledge, shaping skills, and forming professional competencies. In general, educational textbooks are characterized by a formal, clear, and structured language. They often present concepts systematically, use definitions, highlight key terms, and include examples and exercises to reinforce understanding. However, in specialized fields like Human Resources (HR), the characteristics and language of educational texts exhibit additional, field-specific features. The rapid evolution of the HR industry – influenced by technological innovation, globalization, and changing organizational needs – has significantly impacted how HR textbooks are written and structured. This thesis explores the general traits of educational texts and highlights how HR educational materials are specifically tailored to meet the demands of the modern workforce.

General Characteristics of Educational Texts. Educational textbooks typically aim for clarity, accessibility, and systematic organization. Their language is often:

Formal and objective

Expository, explaining terms and concepts

Structured with headings, subheadings, summaries, and review questions

Enriched with examples to apply theory to practice

Such texts prioritize a logical flow of information, starting from basic concepts and gradually building toward more complex ideas. The presence of visual aids such as charts, diagrams, and tables is common, helping students to better absorb and retain the material.

Specific Features of HR Educational Texts. In the field of HR, the educational materials must go beyond general clarity and structure. HR is a discipline that is developing rapidly, driven by technological advances, evolving workforce expectations, and new management methodologies. As a result, HR textbooks must adapt their language and structure to incorporate:

- Frequent updates and new terminology: The field now includes numerous new terms related to management strategies and HR technology.

- Management-related terms: agile HR, employee experience (EX), talent management, people analytics, strategic workforce planning, diversity, equity and inclusion (DEI), emotional intelligence (EQ) (Ulrich et al., 2017).

- Technology and platforms: HRIS (Human Resource Information System), SAP SuccessFactors, Workday, Oracle HCM, LinkedIn Talent Solutions, AI-driven recruitment tools (Dessler, 2020).

These additions require that the language of HR textbooks be both dynamic and reflective of current practices, often including glossary sections and definitions integrated throughout the chapters.

Case Studies and Practical Examples: Instead of presenting only theory, modern HR textbooks embed real-world case studies directly into the content. These

cases often involve analyzing a company's HR practices, diagnosing issues, and suggesting improvements based on theoretical frameworks.

For example, a chapter on recruitment might include a detailed case study of how Google uses structured interviews and AI-based screening tools to optimize hiring decisions. The text would typically present a brief scenario, followed by guided questions that encourage critical thinking and application of theory to practice.

Impact of Structure and Language on Skill Formation. The adaptation of HR textbooks — with their updated terminology, integration of technology-related content, and inclusion of real-world examples — significantly enhances the learning process. By simulating practical challenges through case studies, students are not only acquiring theoretical knowledge but also developing key professional skills such as:

- Critical thinking and problem-solving
- Strategic decision-making
- Technological literacy
- Adaptability to new tools and methods

The clarity of the exposition, combined with an emphasis on application, ensures that students are better prepared to navigate the complexities of modern HR roles. As Ulrich et al. (2017) emphasize, HR professionals today must be strategic partners and change agents, and educational materials must reflect and support these evolving roles.

Conclusion. In conclusion, while HR educational textbooks share general characteristics with educational texts in other fields – such as formal language, clear structure, and systematic presentation – they also possess distinctive features driven by the dynamic nature of the HR industry. The frequent introduction of new terms, the emphasis on technology platforms, and the incorporation of practical case studies ensure that the textbooks remain relevant and effective. Such a structure and language

not only deliver theoretical knowledge but also cultivate critical professional skills essential for success in contemporary HR practice.

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USING GENERATIVE AI FOR SECOND LANGUAGE LEARNING: MAIN BENEFITS AND CHALLENGES

Contemporary advances in AI technology have generated interest regarding its application for language learning. AI, or artificial intelligence, refers to the efforts to program computers in order to mimic human understandings and problem-solving abilities. The latter definition stresses the idea that AI can be software-based, i.e. voice assistants, speech-to-text and search engines, and it can be embedded into hardware, i.e. self-driving cars, robots and drones. AI models can be *generative* (also known as foundational models), as opposed to more traditional *predictive* models (also known as classification models). The latter models are able to perceive and classify information, whereas the former models are able to create content. As an innovative technology, generative AI or GenAI is reshaping many fields, including second language education.

The recent development of generative artificial intelligence is one of the most important technological innovations that has emerged. Because of its applications, such as ChatGPT, Bing, Bard and others, there is a potential for significant shifts in how teaching and learning are conducted. Applications that use generative AI can contribute to the provision of learning feedback, assist in translation, create learning

activities and construct natural dialogue scenarios for language learning. Part of the attraction to this new technology is the facility of generative AI to adapt learning content and provide digital feedback that can support the work of teachers in language education. Potentially, AI can evaluate individual learning patterns, adjust the curriculum accordingly and provide instant feedback in online and flipped learning environments. This can augment the work of teachers in the learning process and cater to individual learning styles and needs.

However, there are some concerns about using generative AI. Firstly, a number of key areas need to become central considerations and guidelines for ethical GenAI policies. Secondly, there is a potential to generate fabricated facts and circulate AI-generated misinformation. “Digital hallucinations” is now a widely used term to refer to such inaccurate AI-generated content. Thirdly, GenAI content is heavily dependent on the data used to train its models and thus the output of those models may perpetuate problematic societal biases. Moreover, in many cases it is difficult to detect the output of GenAI models whether it is generated by AI or by humans. Naturally, this poses challenges for assessment since cheating can become undetectable. Additionally, deepfakes are becoming increasingly easy to create on a massive scale, with face and voice generators creating material that seems authentic. The content made by GenAI models is considered to be newly created. It is, however, based on massive datasets, which often contain works protected by the copyright. Intellectual property of the generated content is a complex dillema from a legal perspective.

In conclusion, the spread of generative AI technologies made a pivotal shift in the educational sphere and it is likely to have a significant impact on second language learning. At the same time, this innovation brings some complexities.

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TEACHING POE WITH DAN HARMON'S STORY CIRCLE

Dan Harmon's Story Circle is a narrative model designed to break down storytelling into eight clear and psychologically intuitive steps. It draws inspiration from Joseph Campbell's concept of the Hero's Journey but reshapes it for contemporary storytelling, particularly in television and film. The circle consists of the following stages: (1) a character in a zone of comfort, (2) a desire or need that arises, (3) a journey into an unfamiliar situation, (4) adaptation to that new situation, (5) the achievement of a goal, (6) a price that must be paid, (7) a return to the original situation, and (8) transformation as a result of the journey (Harmon, 2011). Although primarily used in screenwriting, this structure also provides a valuable lens for analyzing traditional literary works and their adaptations.

In Edgar Allan Poe's *The Fall of the House of Usher* (1839), the Story Circle framework highlights the narrator's psychological journey. He arrives at the gloomy Usher estate in response to a letter from Roderick Usher, an old acquaintance suffering from mental and physical distress. The narrator is drawn into the house's eerie atmosphere, where he witnesses Madeline's premature burial and her chilling return, which leads to the death of both siblings and the collapse of the mansion. He flees, deeply shaken by the inexplicable horrors he has encountered. In the 2023 Netflix adaptation directed by Mike Flanagan, the structure of the Story Circle is

employed more overtly. The series reimagines the Usher family as a wealthy pharmaceutical dynasty whose members each experience their own tragic arc. Roderick Usher's children are depicted as powerful, ambitious, and somewhat dissatisfied personalities. They each desire something deeply personal, be it power, artistic recognition, or emotional escape. One by one, they confront increasingly surreal and threatening experiences. Throughout the plot development, they face hallucinations, guilt, and even supernatural warnings. These journeys end in death, always connected to their individual flaws or ambitions. Flanagan weaves numerous references to Edgar Allan Poe's works throughout the series. Each episode is titled after one of Poe's stories or poems, and the plotlines often mirror the themes and events of these original works. For instance, in Episode 3, "Murder in the Rue Morgue", Camille L'Espanaye meets a gruesome end at the hands of a chimpanzee, directly referencing to Poe's story in which an orangutan commits a similar act. Episode 5, "The Tell-Tale Heart", features Victorine's descent into madness and her obsession with a mechanical heart, echoing the narrator's guilt-induced hallucinations in Poe's original story. The character Verna, present in each sibling's arc, is a clear personification of the raven from Poe's poem *The Raven*, what is more, her name itself an anagram and it appears as an omen of death or fate (Romano, 2023; Rosenstock, 2023).

Let's use one of the episodes to exemplify how the Story Circle can help to decode character development and understand thematic structure. Episode 5 "The Tell-Tale Heart" is centered on Victorine LaFourcade, an ambitious heart surgeon desperate to complete a revolutionary medical device. Initially confident in her research (1: zone of comfort), she desires both scientific success and her father's validation (2: need). When a human trial ends in an accidental death, she hides the body, stepping into a moral and psychological abyss (3: unfamiliar situation). She continues her work in secret while increasingly experiencing auditory hallucinations (a beating heart, which can symbolize her guilt) (4: adaptation). Victorine achieves a breakthrough in her device (5: goal), but the haunting presence of the heartbeat escalates, driving her into a psychotic episode (6: price). She ultimately returns to her

lab, the site of her original work (7: return), only to succumb to madness and self-destruction (8: transformation). The episode mirrors Poe's original short story not only in plot but also in psychological depth, while following a distinctly structured arc that underscores the cost of unchecked ambition and suppressed guilt.

Introducing Dan Harmon's Story Circle into literature classrooms can be highly effective for teaching narrative development. It offers a visual and logical tool that helps students break down complex plots into manageable parts. When applied to a classic like *The Fall of the House of Usher*, the model invites students to map out key moments, explore character motivations, and predict consequences. It encourages them to look not only at what happens in a story but why it happens, and what it means for the characters involved.

Furthermore, using the same structure to compare a literary text and its screen adaptation enhances students' analytical skills. They can explore how the same narrative functions differently across media and examine how themes are highlighted or altered. In the case of Poe's story and Flanagan's series, students might discuss how the original focuses on existential dread and decay, while the adaptation emphasizes generational guilt and moral failure. This comparison fosters intertextual awareness and deepens appreciation for both literature and film. All in all it offers a concrete method to engage with literature, understand its structure, and make meaningful comparisons between classical texts and modern storytelling forms.

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SPECIFICS OF TEACHING LEXICAL UNITS

Vocabulary is the verbal material everyone learns to use easily and quickly in communicating in English. Mastering it is a prerequisite for using the language in communication.

The unit of teaching lexical material is the linguistic unit, which can be a word (*a scene, to achieve*), a set phrase (*by no means*, *the root of the trouble*), even a so-called "ready-made" sentence (*How do you do?*)

The main criteria for selecting lexical minimum are 1) compatibility, which is the ability of the lexical item to be combined with other units in speech; 2) semantic meaning, which is the expression of basic concepts from different spheres of human activity; 3) stylistic unrestrictedness (no preference to any style of speech).

The active and passive vocabulary form the so-called actual or real vocabulary, the basis for forming potential vocabulary. In contrast to the actual vocabulary, which includes a familiar lexicon that students use to express their thoughts or to perceive and understand the thoughts of others, the potential vocabulary consists of unfamiliar words whose meaning the reader/listener can guess while reading/listening.

The potential vocabulary includes: 1) international words: *film, constitution*; 2) derivatives and compound words consisting of components known to the students: *read – reader, write – writer;* 3) converted words: *present – to present, water – to water*; 4) new meanings of known polysemous words: *go*, 5) words whose meaning can be recognizable from the context.

The central link in mastering lexical units is the development of linguistic skills. Lexical skills include intuitive and correct formation, use, and understanding of foreign language vocabulary based on lexical connections between the auditory-verbal-motor and graphic forms of a word and its meaning, as well as connections between words of a foreign language.

For successful communication, it is necessary to develop the following types of skills: reproductive lexical skills, receptive lexical skills, skills of making reasonable guesses about the meaning of vocabulary items belonging to the potential vocabulary when reading and listening; skills in using different types of dictionaries.

The process of learning lexical material (as well as grammar material) can fall into several stages:

1) the stage of familiarization with new lexical units;

2) the stage of automation of actions with new vocabulary, where we distinguish between a) automation at the level of word form, free combination, and phrase/sentence,

b) automation at the level of a phrase.

Familiarization with new lexical items usually begins with semantization, i.e., revealing the meaning of new vocabulary items.

Non-translational ways of disclosing the meanings of foreign language lexical units include 1) visual semantization, 2) linguistic semantization, 3) definition, 4) interpretation of the meaning of a lexical unit in a foreign language.

The choice of a method depends on several factors, primarily on the peculiarities of the word: its form, meaning, compatibility, coincidence, or discrepancy with the words of the native language.

It is also necessary to consider whether the word belongs to the active or passive minimum, students' level of education (primary, secondary, senior), age characteristics, and language skills. Thus, the semantization of new active minimum vocabulary is carried out by the teacher.

Words of the passive minimum and unfamiliar words belonging to the passive minimum can be semanticized by students independently with the help of a dictionary during the lesson.

In many cases, it is effective to combine two or more methods, such as verbal visualization (context) and non-verbal (picture, movement, gesture, etc.).

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INQUIRY-BASED LEARNING IN FOREIGN LANGUAGE TEACHING FOR PHD LAW STUDENTS

Proficiency in analysing legal texts, presenting intricate arguments, and effectively communicating in global academic and professional settings in English are critical skills in doctoral legal education. A powerful teaching method that matches the level of critical analysis and independence required at the doctoral level is provided by inquiry-based learning (IBL). Researchers emphasize that IBL not only enhances students' language proficiency but also supports their overall academic and professional development, particularly by encouraging autonomy, problem-solving, and the ability to engage with real-world issues through the target language (Xhaferi & Xhaferi, 2024). Central to IBL is the development of critical thinking, where students have to analyse and interpret complex multilingual legal materials and construct well-reasoned arguments, which reflect the kind of analytical work required in doctoral legal studies. Wale & Bishaw (2020) stressed that inquiry-based instruction could be an effective medium for enhancing students' critical thinking skills.

Among the advantages of IBL for PhD law students, integration of language and research skills should be mentioned. It is evident when students have the task to read recent scholarly articles in English from Scopus-indexed journals. This task encourages students to engage with the texts as part of a broader research inquiry

connected to their research topics. It allows students to expand their legal English vocabulary, develop advanced academic reading strategies, and critically analyse legal arguments and methodologies. At the same time, they reinforce essential research habits, such as identifying relevant sources, synthesizing information, and forming evidence-based conclusions. Thus, the process of reading academic literature in English becomes both linguistically enriching and academically meaningful. IBL also allows for meaningful engagement with legal English through tasks such as preparing academic presentations, drafting conference abstracts, or conducting comparative legal analyses.

The task to explore and practice various types of academic presentations that are typical of modern scientific conferences in real-life conferences for young researchers also is closely connected with the principles of IBL. Through tasks such as oral presentations with digital slides, poster presentations with concise explanations, or pre-recorded virtual presentations, students gain valuable experience in adapting their language use and communication style to different academic formats. This not only enhances their legal English proficiency but also prepares them for real-world scholarly participation. By engaging in these activities, students become more aware of the conventions, expectations, and rhetorical strategies associated with each type of presentation. This hands-on practice reinforces both linguistic skills and professional research competencies essential for success in international academic environments.

The development of legal argumentation in English is significantly enhanced through inquiry-based activities such as discussions or debates, where students engage with controversial legal issues, for example, the legal status of AI-generated content. Students have a chance to research the evolving legal perspectives on whether AI-generated works can qualify for copyright protection or require human authorship. They have to analyse relevant legislation, court decisions, and scholarly opinions, form a reasoned position, and articulate their arguments clearly in English.

Thus, IBL offers a highly compatible and intellectually stimulating approach to teaching foreign languages to PhD law students. By fostering autonomy, analytical

depth, and real-world relevance, IBL supports the development of legal-linguistic proficiency aligned with the demands of the global scientific community and legal practice. If used effectively, it can turn language learning into an active and meaningful part of doctoral research and legal studies.

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MEDIATION IN THE PROCESS OF LEARNING ENGLISH

Mediation in language learning refers to the process of facilitating understanding and communication between speakers of different languages or within the same language. In English learning, it plays a key role in developing skills such as summarizing, rephrasing, and explaining concepts to ensure mutual understanding combining mediation with life competencies.The Common European Framework of Reference for Languages (CEFR) introduces the concept of mediation as an essential component of communication and language learning. It involves interpreting texts, facilitating dialogues, and resolving misunderstandings, enabling learners to actively participate in communicative situations. Mediation goes beyond traditional language skills (listening, reading, speaking, and writing) and focuses on facilitating understanding and communication between people who may not fully grasp each other's language, perspectives, or cultural backgrounds. In the CEFR, mediation is described through these key functions:

- Mediating a text – interpreting, summarizing, or rephrasing content to make it more comprehensible to others. This can involve translating, simplifying complex ideas, or helping someone understand a document in another language.
- Mediating concepts – enabling communication and understanding between people with different knowledge or viewpoints. This may include organizing information, bridging cultural gaps, or helping learners collaborate.

Mediating communication is facilitating interactions in a conversation or negotiation. This involves ensuring that all participants understand each other, often through clarifying language or cultural nuances, and resolving any misunderstandings. Legal basis and the procedure of mediation as a non-curial procedure of conflict (dispute) resolution, principles of mediation, status of mediator, training requirements and other issues related to this procedure are determined by the Mediation Law of Ukraine No. 1875-IX of November 16, 2021 **(**The Ukrainian Academy of Mediation, 2021**).**

Speaking about learning and teaching English the CEFR mediation descriptors are organized into levels (A1 to C2) and cover various activities such as relaying specific information, collaborating with others in a conversation, and acting as an intermediary in complex situations.

Traditionally, language is separated into the four skills: reading, writing, listening and speaking, plus language functions such as grammar and vocabulary. Communication relies on *linguistic* competence, which includes the basic elements of a language like vocabulary, grammar, pronunciation, and spelling. It also demands *sociolinguistic* understanding and *practical* skills, such as fluency, coherence, and knowing how to speak during conversations. Additionally, *awareness of other cultures* might be necessary. However, all these components must be applied within a meaningful language activity aimed at effective communication.

Language activities (as well as strategies to support these language activities) are categorised by the CEFR Companion Volume in four ways, such as reception, production, interaction and mediation, which unlike interaction, where new content is created in response to something that has just been heard, read or seen, is often

about taking the same content and rephrasing it to suit a different context. Mediation can also take place between the different language skills used for receiving and producing information. For instance, during a lecture, a student listens to the speaker, writes notes, and later reads them. In this case, the same information is processed through all four language skills (listening, writing, reading, and possibly speaking). While the language used in each skill may vary depending on the situation, the core ideas and content stay mostly the same. This concept ties into the idea of integrated language skills within mediation.

Since cross-linguistic mediation reflects real-world language use, as outlined by the CEFR, we can incorporate the learners' first language (L1) in our classroom for authentic activities. Students could read information from a website and then share it in their L1, or watch a non-dubbed film and discuss it together in their L1. We can also outline various domains for mediation – personal, public, occupational, and academic—which can serve as inspiration for a range of different activities. These domains help create mediation tasks to real-life contexts, making language learning more relevant and practical. The teachers can help students develop their own mediation strategies, such as prompting others to speak by asking questions or adjusting their language based on who they are talking to. This involves understanding the difference between formal and informal language, knowing how to simplify complex information, and identifying the most important points. Since teachers use these skills regularly, they can draw from their own experience to create activities that align with the CEFR descriptors.

In the classroom formative assessment of mediation can be done by :

- **Journals/logs**: learners make daily entries in a diary about their progress. Teachers ask them to create a journal or a learning log, in which both teachers and learners write and through which they collaborate.
- **Portfolios**: collections of learners' work (mainly written, but a portfolio could also include drawings, videos, etc.). They demonstrate the evolution of learners' work. Portfolios can be created either in the foreign language or in any language brought into the classroom. Teachers should bear in mind that they can

exploit technology and involves learners in making their e-portfolios, i.e., electronic versions of a portfolio, to record and share their work, reflect on their learning and receive feedback;

- **Feedback:** teachers provide structured feedback to students on their strengths and weaknesses in written or oral performance; feedback may also be provided by the learners' peers;
- **Conferences:** a peer conference is a meeting of a group of learners to assess the written work of group members (Roberts and Kellough, 1996);
- **Self-assessment grids or reflection activities:** self-assessment involves getting learners to reflect on their own performance on the basis of certain criteria. Reflection activities ask learners to track their learning progress, identify areas of strength and weakness, reflect on the strategies they used in order to carry out the mediation task etc.

Learners are asked to reflect on their own motivation regarding the theme and the activities and on their use of previously acquired linguistic and cultural knowledge. In a subsequent phase, they are asked to summarise what they have learnt. Their communication relies on linguistic competence, which includes the basic elements of a language like vocabulary, grammar, pronunciation, and spelling. It also demands sociolinguistic understanding and practical skills, such as fluency, coherence, and knowing when to speak during conversations. Additionally, awareness of other cultures might be necessary within a meaningful language activity. It’s a crucial aspect of language learning that fosters collaborative and inclusive communication.

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FOSTERING RESILIENCE AND EMOTIONAL SAFETY IN THE EFL CLASSROOM AMID CRISIS

Educators consistently prioritize the well-being of their students to facilitate meaningful learning experiences. However, in light of the ongoing challenges in

Ukraine, a pressing question arises: how can EFL university instructors build their own resilience and effectively support students during times of crisis?

In these circumstances, the role of the teacher extends beyond academic instruction. Classrooms must serve as safe havens – spaces where students are encouraged to pause, reflect, and adapt to the evolving world around them. Rather than being solely a place for meeting educational benchmarks and administering assessments, the modern classroom should offer emotional and psychological refuge.

Recent research highlights two essential types of teacher support: academic and emotional (Heltne, 2020). Academic support involves a teacher's commitment to student learning and progress, while emotional support reflects how much students feel cared for, respected, and valued during the educational process (McKinney, 2017).

This leads to important pedagogical considerations: What strategies can teachers use to maintain instruction in times of crisis or recovery? How can EFL educators reframe typical classroom activities to provide emotional support while still fostering language development?

One effective strategy is the use of visualization techniques, commonly applied to introduce new topics or prepare for speaking exercises. Visualization may include meditative practices such as listening to calming music, watching serene videos, or imagining safe spaces. These activities not only aid in language acquisition but also help reduce stress and create a sense of security.

The effectiveness of visualization lies in its communicative power. It enhances comprehension and retention, as supported by contemporary studies in visual communication (Ahn & Brusilovsky, 2009). According to D. Lunsford (2009), effective visual communication must meet three criteria:

- **Attention**: It should capture the learner's focus.
- **Clarity**: It should convey ideas in an easily understandable manner.
- **Retention**: It should facilitate long-term memory of the material.

Digital learning environments provide new opportunities for integrating visual tools through platforms and technologies such as interactive whiteboards, multimedia content, and online resources. These tools foster a more engaging and student-centred learning atmosphere, supporting both cognitive and emotional needs. They transform the principle of "learning by seeing" into a dynamic and personalized process.

In difficult times, teaching should centre more on student interests and preferences, as emotional engagement directly affects academic outcomes. Instructional methods should be evaluated based on their ability to foster involvement and alleviate stress (Mihai, 2022). By embedding socio-emotional awareness into the curriculum, educators can help students develop resilience and contribute to a more emotionally intelligent and supportive society.

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FOSTERING HARMONY: THE POWER OF NONVIOLENT COMMUNICATION IN THE CLASSROOM

In today's educational landscape, creating an inclusive and harmonious classroom environment is essential not only for academic achievement but also for students' emotional and social development. As classrooms grow more diverse in terms of culture, language, ability, and personal experience, teachers face increasing challenges in maintaining respectful communication and managing conflicts effectively. Nonviolent communication (NVC), a communication approach developed by psychologist Marshall Rosenberg, provides a powerful toolset for cultivating empathy, improving relationships, and promoting a peaceful classroom culture.

Nonviolent communication is grounded in the principles of empathy, compassion, and mutual respect. It encourages individuals to express themselves honestly while listening to others with the intention of understanding their feelings and needs. The NVC process is structured around four interconnected components:

1. **Observation**: Describing what is happening without evaluation or judgment.
2. **Feelings**: Identifying and naming emotions triggered by the situation.
3. **Needs**: Recognizing the underlying human needs related to those emotions.
4. **Requests**: Making clear, respectful requests to address those needs.

This method shifts the focus from blame and criticism to understanding and collaboration. In doing so, it supports the development of emotional literacy and encourages a growth mindset in both students and educators.

Integrating NVC into classroom practices can transform the way students and teachers interact. For example, when a teacher uses NVC to address disruptive behavior, the focus shifts from punitive measures to constructive dialogue. Instead of

saying, “Stop interrupting the class,” a teacher might say, “When I hear talking while I’m giving instructions, I feel distracted because I need everyone’s attention to explain the task clearly. Would you be willing to wait until I finish before speaking?” This approach models respectful communication, helps students understand the impact of their behavior, and gives them the opportunity to make a positive choice.

In peer-to-peer interactions, NVC can be an effective tool for resolving conflicts. Students can learn to articulate their own feelings and needs without blaming others, while also listening empathetically to their classmates. For example, a student might say, “When you took my pencil without asking, I felt upset because I need to feel that my belongings are respected. Next time, could you please ask before borrowing it?” Such exchanges foster accountability, reduce the likelihood of recurring conflicts, and strengthen interpersonal bonds.

The consistent use of NVC in the classroom brings numerous benefits. It enhances emotional intelligence by helping students become more aware of their own feelings and those of others. It also improves social skills, such as active listening, empathy, cooperation, and problem-solving. Over time, students become more self-regulated, more respectful, and more resilient in the face of challenges.

Moreover, NVC supports a positive classroom climate that is conducive to learning. When students feel safe, respected, and understood, they are more likely to participate actively, take academic risks, and engage in meaningful collaboration. Teachers, too, benefit from reduced stress, improved relationships with students, and a stronger sense of community within the classroom.

Successful implementation of NVC in the classroom requires intentional planning and consistent practice. Some effective strategies include:

- **Modeling NVC**: Teachers should consistently use NVC language in their interactions with students and colleagues.
- **Teaching Vocabulary**: Introduce students to a vocabulary of feelings and needs to help them articulate their experiences.
- **Classroom Routines**: Incorporate daily check-ins, emotion charts, or "feelings circles" where students can share their thoughts and emotions.

- **Conflict Resolution Protocols**: Use structured dialogues or peer mediation frameworks based on NVC principles.
- **Storytelling and Role-Play**: Use stories and dramatizations to explore feelings and needs, and practice making respectful requests.

Professional development for educators is also crucial. Teachers need training and support to integrate NVC effectively, including opportunities to reflect on their own communication habits and practice new strategies in a supportive environment.

While the benefits of NVC are well-documented, its implementation is not without challenges. It may initially feel unnatural or time-consuming, especially in classrooms with high demands or behavioral issues. Resistance may also arise from students who are not used to expressing emotions or who come from environments where communication is more authoritarian or emotionally guarded.

To overcome these obstacles, it is important to approach NVC as a long-term investment in classroom culture. Consistency, patience, and adaptability are keys. Building a foundation of trust and openness gradually makes it easier to introduce and sustain new communication practices.

To sum up, nonviolent communication is more than a technique, it is a mindset that places human connection at the heart of education. By fostering empathy, clarity, and mutual respect, NVC empowers students and teachers to build more meaningful relationships and resolve conflicts constructively. In an era where emotional intelligence is increasingly recognized as vital to personal and academic success, the integration of NVC into the classroom is both a practical strategy and a moral imperative. As educators embrace this approach, they not only transform their classrooms but also contribute to a more compassionate and understanding society.

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TEACHING ENGLISH FOR SPECIFIC PURPOSES TO FUTURE MILITARY PERSONNEL

Teaching English for specific purposes **(**ESP) to future military personnel, especially in the circumstances of war, serves a crucial role in enhancing communication, operational efficiency, and international cooperation. ESP in this context focuses on equipping military personnel with language skills tailored to their operational needs, ranging from tactical communication to diplomatic interactions. This specialized approach ensures that military personnel can effectively navigate diverse linguistic challenges they may encounter during deployments, peacekeeping missions, or humanitarian efforts.

The current situation in Ukraine underscores the importance of ESP in military training. As troops operate in dynamic and often multinational environments, proficiency in English becomes indispensable for seamless coordination with allies, international organizations, and local populations. Military men must grasp specialized vocabulary related to weaponry, tactics, medical emergencies, and negotiation, facilitating clear and precise communication under pressure.

The ESP curriculum for military personnel integrates language skills with tactical knowledge, cultural understanding, and ethical considerations. Modules

cover: military terminology – commanders and soldiers learn to articulate commands, convey intelligence, and interpret orders accurately; cross-cultural communication – understanding cultural nuances helps foster rapport with local communities and international partners, promoting effective collaboration in diverse settings; emergency response protocols – English proficiency aids in coordinating rapid responses to crises, including medical evacuations and humanitarian aid distribution; diplomatic negotiations – military men acquire language skills for diplomatic engagements, reinforcing international relations and promoting conflict resolution efforts.

As a result of our linguistic analysis of military vocabulary, it was found out that it consists of words that are used exclusively as terms and words that have both terminological and commonly used meanings. It is characterized by the presence of internationalisms, various derivational formations, as well as abbreviations, which are distinguished by the methods of formation and use.

The linguistic features of military terminology were the basis for the development of a methodological typology of selected lexical units, which were classified into four typological groups. The first group includes terms-internationalisms characterized by a mismatch of stress and dissonance of stressed vowels with partial consonance of consonants or their complete dissonance. The second group includes terms that coincided in volume, but did not coincide in form with the terms of the native language. The third group includes terms that do not match the terms of the native language either in terms of form or scope of meaning. The fourth group includes abbreviations.

Instructors employ experiential learning, simulations, and scenario-based exercises to trainees in realistic contexts. Role-playing exercises simulate field operations, crisis scenarios, and peacekeeping missions, preparing military men to communicate confidently in high-stress situations. Interactive multimedia resources, such as virtual reality simulations, enhance learning by replicating real-world environments and enhancing situational awareness.

Beyond linguistic proficiency, ESP in military settings emphasizes ethical conduct, respect for cultural diversity, and adherence to international laws. Training programs instill a commitment to humanitarian principles, fostering empathy and cultural sensitivity among military personnel. Continuous professional development ensures that military men maintain linguistic proficiency and adaptability.

Teaching ESP to future military personnel is not merely about language acquisition but about equipping military men with the tools to navigate complex operational environments effectively. By integrating language skills with tactical expertise and cultural awareness ESP empowers military personnel to communicate confidently, collaborate internationally, and uphold humanitarian principles amidst challenging circumstances. This approach enhances operational effectiveness, strengthens international cooperation and promotes sustainable peace building efforts.

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PSYCHOLOGICAL ASPECTS OF TEACHING EFL IN WARTIME

The war in Ukraine, started by the russian federation, has brought immense grief to the Ukrainian people, affecting practically everyone in the country in one way or another. In spite of big changes in the country's life, teaching in schools and universities of higher education continues. Definitely, there are objective circumstances in the process of teaching that must be taken into consideration that establish norms and rules for the security of the educational process and its effectiveness. Among the rules are also those that can affect psychological condition of the participants of the educational process.

Considering the psychological aspects of teaching a foreign language is always important for maintaining the effectiveness of education. It becomes crucial during wartime. Warfare in the country, news about the current situation, millions of people forced to leave their homes, massive shelling, and daily casualties create enormous

stress. Wartime introduces heightened stress, insecurity, trauma, and disruptions, all of which deeply affect the educational environment. Sometimes this stress becomes chronic, making it difficult to relieve. Relieving it demands energy, strength, and psychological resources from both the people and their close environment, thus, teachers and learners.

Everybody can feel emotional and physical exhaustion. Evidence of this may be frustration and irritability, mood swings, impaired concentration, chronic fatigue and insomnia as well as physical symptoms which are increased illnesses.

Under such circumstances students need to feel physically and emotionally safe. Support and safety are different for every student. So, it is important for teachers to get to know her/his students as individuals and adjust the climate in the classroom accordingly. Working toward braver and safer spaces must be an ongoing and consistent practice to make class a space where all students can learn and thrive.

The teaching and learning of a foreign language are complex processes even under normal circumstances. They demand concentration, motivation, emotional stability, and cognitive engagement. However, when a country is facing the harsh realities of war, the psychological conditions under which both teachers and students operate change dramatically.

Students may find it difficult to focus on language acquisition when their basic sense of safety is compromised. Depression and post-traumatic stress reactions can all interfere with memory retention, attention span, and motivation – all key elements in language learning.

The same is about teachers. They are not immune to these emotional burdens. They also experience stress, fear for their own families, and exhaustion. This emotional strain can impact their teaching style, patience, and ability to create a positive, supportive classroom atmosphere. Acknowledging and addressing these emotional realities is the first step toward building a more compassionate learning environment.

Psychological trauma affects cognitive functions, such as memory, concentration, and problem-solving skills. For example, remembering vocabulary,

following complex grammatical explanations, or engaging in creative speaking exercises may become notably harder under psychological stress. Teachers must adapt their expectations and methodologies accordingly. Simplifying materials, repeating content more often, using more visual aids, and providing additional support can help students manage these cognitive challenges. Flexibility and patience become not just helpful but necessary. Simple practices, such as beginning a lesson with a brief emotional check-in, and being sensitive to individual emotional states of the students can help in learning. Group work and communication-focused activities can foster a sense of belonging and community, which are particularly important during periods of social fragmentation. Additionally, offering words of encouragement and celebrating small achievements can boost students' self-esteem and resilience.

In times of war, students' priorities shift. Survival, family safety, and coping with immediate challenges often take precedence over long-term educational goals. Consequently, intrinsic motivation to learn a foreign language may weaken. However, foreign language (English, in particular) education can also be reframed as a tool for empowerment. At the time of war it became obvious for the students, that knowledge of a foreign language can open doors to global travel, opportunities for study abroad, and even migration, if needed. Teachers who highlight the practical and emotional value of language skills can help restore a sense of purpose and motivation among students.

Teachers must act not only as educators but also as supporters and mentors. Creating a safe space where students feel heard, respected, and understood is crucial.

Teaching a foreign language during wartime requires more than delivering a curriculum; it demands deep psychological sensitivity, flexibility, and emotional intelligence. Both teachers and students are navigating a profoundly altered reality where stress, trauma, and uncertainty are daily companions. A successful educational process must therefore not only focus on linguistic goals but also address the psychological needs of learners. By doing so, teachers can help students find strength, hope, and new opportunities in the face of adversity.

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BLENDED LEARNING: THE FUTURE OF EDUCATION IN THE DIGITAL AGE

In the rapidly evolving educational landscape, blended learning has emerged as a transformative approach that combines traditional face-to-face instruction with digital technologies. This hybrid model not only enhances the learning experience but also provides flexibility and personalized learning paths for students. As the world becomes increasingly digital, blended learning is poised to shape the future of education.

Blended learning is an instructional methodology which integrates online and in-person learning experiences. It allows students to engage with digital content at their own pace while also benefiting from direct teacher guidance in the classroom. This approach fosters self-directed learning, critical thinking, and collaboration.

Key components of blended learning include:

- Online learning modules with interactive content.
- Face-to-face sessions with teachers for discussion and hands-on activities.
- Use of digital tools for assessments and real-time feedback.
- A combination of synchronous and asynchronous learning methods.

Blended learning has advantages such as:

1. *Flexibility and Accessibility.* Students can access learning materials anytime and anywhere, catering to diverse learning needs and schedules.
2. *Personalized Learning.* Adaptive learning technologies enable customized instruction based on student progress and performance.
3. *Enhanced Engagement.* Multimedia content, gamification, and interactive platforms make learning more engaging and enjoyable.

4. *Improved Learning Outcomes.* Research suggests that blended learning can lead to better retention and understanding of concepts compared to traditional methods.
5. *Cost-Effectiveness.* Reducing the reliance on physical resources and infrastructure can make education more affordable.

Despite its benefits, implementing blended learning presents certain challenges:

- *Digital Divide:* Not all students have access to reliable internet and digital devices.
- *Teacher Training:* Educators need adequate training to integrate technology effectively into their teaching.
- *Student Motivation:* Some learners may struggle with self-discipline in an online environment.

As educational institutions continue to embrace digital transformation, blended learning is expected to evolve further. Emerging technologies such as artificial intelligence, virtual reality, and data analytics will enhance personalized learning experiences. Moreover, the integration of hybrid models in various levels of education will ensure that students develop essential digital skills for the modern workforce.

Thus, blended learning represents the future of education in the digital age, bridging the gap between traditional teaching and modern technological advancements. By leveraging the best of both worlds, educators can create dynamic, inclusive, and effective learning environments that prepare students for success in an ever-changing world.

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SOCIAL EMOTIONAL LEARNING (SEL): CULTIVATING ESSENTIAL LIFE SKILLS

Social Emotional Learning, or SEL, is really about building those fundamental human abilities that help us navigate life successfully. It's not just about academics; it's increasingly seen as a crucial part of growing up and being prepared for everything life throws at you, whether it's school, work, or just getting along with people. At its heart, SEL is about understanding who you are, connecting well with others, and making thoughtful choices.

There's a widely recognized framework for SEL that breaks it down into five key areas. First is **self-awareness**. This is the ability to truly understand your own feelings, what you think, and what's important to you. It's about knowing how your emotions can affect what you do and also understanding what you're good at and where you might need to improve. When students are self-aware, they might know

why they feel frustrated with a tricky math problem, understand how they learn best, or realize when they need a hand.

Building on that is **self-management**. This is where you take that awareness and use it to actually handle your emotions, thoughts, and actions in different situations. It includes things like dealing with stress in a healthy way, not acting on every impulse, sticking with things even when they're tough, and keeping yourself motivated to reach your goals. You see this in a classroom when a student uses breathing exercises when they're angry, stays focused on their work despite distractions, or sets a goal to finish a book and actually does it.

The next part is about how we relate to others. **Social awareness** means being able to see things from other people's point of view. It's about empathy – being able to understand and share someone else's feelings. It also involves picking up on social cues, understanding the unwritten rules in different social situations, and appreciating that people come from all sorts of different backgrounds and cultures. A student showing social awareness might understand why a classmate is sad, realize that something they said might have hurt someone, or know how to behave appropriately in different social settings.

From there, we have **relationship skills**. This is about actually building and keeping good, healthy connections with all sorts of people. It involves communicating clearly, which means really listening when others are talking and being able to express your own thoughts and feelings well. It's also about working together effectively, being able to say no to negative peer pressure, finding ways to resolve disagreements respectfully, and knowing when to ask for help or offer it to others. In school, you see good relationship skills when students work well together on a project, sort out a disagreement calmly with a friend, or form supportive friendships.

Finally, all of these skills come together in **responsible decision-making**. This is where you make thoughtful choices about how you act and how you interact with others. It's about using your understanding of right and wrong, thinking about safety, considering social expectations, and really thinking through what might happen as a

result of your choices. It also involves thinking about what's best for yourself and for others. For a student, this could mean choosing to spend time studying instead of playing games, having the courage to speak up if they see bullying, or carefully considering the possible outcomes of a difficult choice.

The reason all of this matters so much is backed up by lots of research. When people develop these SEL skills, it really can make a difference. For one thing, it often helps with schoolwork – students who are good at managing themselves and getting along with others tend to do better academically. SEL is also a huge support for mental well-being; it gives people tools to handle stress, deal with tough emotions, and bounce back from challenges. It can also lead to less conflict and more positive behavior, reducing things like aggression and bullying. And looking ahead, these are the kinds of skills that employers are really looking for – being able to work well with others, communicate effectively, solve problems, and show empathy. Beyond just a job, having strong social-emotional skills contributes to happier relationships and a more fulfilling life overall.

Basically, SEL is an investment in helping people become well-rounded individuals who can navigate the world with confidence and kindness.

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ENHANCING SEMINARS IN THEORETICAL ENGLISH COURSE WITH EDUCATIONAL VIDEOS

A Theoretical Course of English primarily pursues a deep understanding of the English language as a system. It aims to equip students with a comprehensive theoretical foundation by exploring its various levels and the principles that govern them. While a Theoretical Course of English might initially appear complex and potentially less engaging, using educational videos can be a fantastic way to liven up the seminars and make the content more engaging and memorable.

Starting a seminar with a short, visually appealing video that introduces the topic can grab students' attention, create curiosity, and spark their interest. The context can be provided by using videos to offer background information, historical context, or real-world examples related to the subject matter. Moreover, abstract concepts can become clearer with visual explanations, animations, or demonstrations in a video.

Educational videos effectively add variety and break the monotony of a lesson, since incorporating videos can provide a welcome break from lectures and discussions, re-energize the audience. Lewis Lansford, an English language teaching materials writer and developer, a teacher trainer, highlights the importance of a teacher's role when using video, stating that "like any stimulus you bring into the classroom, using a video needs a teacher's expert touch to turn it into a great lesson (Lansford, 2014). Visual learners will particularly benefit from video content, complementing auditory and kinesthetic learning; dynamic visuals, music, and narration can hold the audience's attention more effectively than static slides and, hence, increase students' engagement. When using educational videos some practical tips are to be followed.

- Keep it short and focused: lengthy videos can lose the audience's attention, while short, impactful clips that directly relate to the content of a lesson will engage them.
- Integrate seamlessly: don't just show a video in isolation, introduce it beforehand, explain its relevance, and discuss it afterward.
- Choose high-quality videos: ensure the video is clear, well-produced, and accurate. Poor quality can be distracting and undermine your message.
- Consider language levels: select videos with appropriate English language levels for your audience.
- Prepare discussion questions: have specific questions ready to guide the discussion after the video; encourage participants to share their thoughts and interpretations.

- Test your technology: always test the video and audio beforehand to avoid technical glitches during your seminar. Be prepared for alternatives: have a backup plan in case the video does not play correctly.
- Encourage active viewing: ask participants to take notes or look for specific information while watching the video.

To summarize, by strategically incorporating educational videos into an English-language seminar, we can create a more dynamic, engaging, and effective learning experience for our audience. The benefits of incorporating high-quality videos into the learning process are hard to overestimate. A good video is sure to facilitate discussion and critical thinking. It can present diverse viewpoints or arguments on a topic, encouraging critical evaluation. Furthermore, at language-focused seminars, videos of native speakers can be used to analyze pronunciation, intonation, and body language. Finally, video reinforces learning and summarizing key points; visual and auditory information together can enhance memory and understanding. Besides, videos can include links to additional resources or websites for continued learning.

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THE "COCKNEY" DIALECT CONCEPT AND THE HISTORY OF ITS DEVELOPMENT IN THE ENGLISH-SPEAKING WORLD

The earliest documented record of the use of the Cockney dialect dates back to 1362 and is found in the sixth part of the book *"Piers Plowman"* by W. Langland. In this text, the word *"cockney"* is used in the sense of *"small, ugly egg"* and comes

from the Middle English *"cokeneye"* (where *"coken"* + *"e"* means *"cock's egg"*) (Dashkevych, 2020, p. 13). According to one version, Cockneys are those born in the East End (the eastern part of London), according to the etymological dictionary, although in a more precise and correct understanding of the word, Cockneys are those born within hearing range of the bells of St Mary-le-Bow Church. The language used by the inhabitants of this area is also called Cockney, and from a linguistic point of view is considered a dialect. By 1600, the term *"cockney"* was most often associated with those who lived in the Bow-Bells area, where the church of St Mary-le-Bow is located. In 1617, the traveler and writer F. Morison indicated in his note that *"Londoners and everything that is within the range of the sound of the bells of BowBells is called Cockney. Previously, a true cockney was considered a person born within the range of the bells of the church of St Mary-le-Bow, which is in the East End"* (Dashkevych, 2020, p. 13). Over time, the population of the East End began to settle in other areas of London, and TV programs using the Cockney dialect began to be broadcast more often on local television. Thus, the Cockney dialect gained popularity in other areas of London, and some expressions became so familiar to the English language that they are widely used throughout England (Dashkevych, 2020, p. 13-14).

There are different points of view regarding the origin of the Cockney dialect. Some researchers believe that cockney originated in the mid-19th century in East London and was used as a *"mysterious"* language of the criminal world, according to J. Franklin (Franklyn, 1991). While another researcher, P. Wright, claims that the creators of cockney were street vendors and their apprentices (Wright, 1981).

In the late 19th century, there was a group of writers in England who used cockney in their writings and called themselves the *"Cockney School"*. This group included famous writers such as L. Hunt, J. Keats and W. Hazlitt. The work of these writers was criticized by aristocratic society, as it was considered to represent the poetry of the lower, working class.

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REFLECTION AS A PSYCHOLOGICAL FACTOR IN THE FORMATION OF A FUTURE ENGLISH TEACHER'S LINGUISTIC PERSONALITY

The success of the professional activity of future English teachers' linguistic personality depends not only on the ability to effectively learn foreign language material and to skillfully produce English texts of different levels of complexity but also on psychological factors, such as reflection. In the reference literature, it is understood as an analysis of one's own mental state; comprehension of the choice of means and reasons for making a particular impression on a communication partner (Shapar, 2007); focus of human cognition on one's own activities and the mode of interaction with the environment, one's own mental qualities and states; and ability to put oneself in someone else's place and mentally replay situations for them (Sinyavsky & Sergeienkova, 2007).

The importance of reflection as a key feature of a teacher is emphasized in the scientific works of such psychologists as Y. Galimov, T. Palko, R. Pavelkiv, and L. Podkorytova. In particular, the results of the empirical study conducted by the researchers (Podkorytova & Sema, 2020) indicate the ability of reflection to influence the professional success and effectiveness of the teacher and the realization of the

need for self-development and self-creation. In this regard, the psychologists conclude that reflection:

– is a necessary professional skill of a teacher;

– promotes critical thinking;

– encourages clarification, analysis and correction of mistakes and imperfections of one's own pedagogical activity;

– influences the formation of a teacher's self-esteem and the integrity of their professional self.

According to R. Pavelkiv, reflection is a component of a teacher's professional skill that regulates their own activities and behavior. At the same time it allows them to analyze the mindset and actions of students in order to manage their activities. According to the psychologist, reflection helps to realize one's own shortcomings, difficulties, and insufficient level of development of pedagogical abilities: "Reflection, unlike self-knowledge, provides answers not only to statements (e.g., "What do I know about myself?") but also to causal questions (e.g., "Why did I do what I did?"). Therefore, it is reflection that enriches the regulatory function of self-image in the teacher's professional activity" (Pavelkiv, 2019, p. 7).

To sum up, reflection is a necessary psychological factor in the formation of a linguistic personality, since, on the one hand, it makes it possible to assess the moral qualities and teaching ability that a teacher currently possesses in order to focus on their development in the future; to set a goal of activity that corresponds to the existing level of professional competencies. In this context, reflection is an important mechanism for analyzing one's own professional activity, self-regulation of behavior, and determining ways of making professional progress.

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USING E-CASE TO FORM THE ENGLISH LEXICAL AND INTERCULTURAL COMPETENCE OF SENIOR SCHOOL STUDENTS

The e-case is the events and/or circumstances represented via digital tools and concerned with a certain problem, which requires finding a solution by engaging in problem identification, critical and creative thinking, troubleshooting, and decision-making. The ELC is “an ability to formulate one’s utterances correctly and to understand the speech of others, which is based on the complex and dynamic interaction of corresponding skills, knowledge and lexical awareness” (Bihych et al., 2013, p. 215). E-cases have to satisfy the criteria of interactive learning: to be interdisciplinary, relevant, authentic and problematic in nature, challenging but feasible for students, approximated to real situations, to have a clear learning goal and a place in the educational process (Podosynnikova, 2022, p. 100). Cases in a virtual environment require a more directive style of instruction (Besche et al., 2022, pp. 49-50). This circumstance calls for creating for students a more structured and lucid procedure of examining and discussing an e-case. This aim can be achieved thanks to the following optimum sequence of exercises for the ELC formation: semantisation

of new lexemes, imitating speech models, giving laconic answers to alternative questions, inserting the lexemes into speech models, completing and expanding speech models, answering questions of different types, independent use of the lexemes in a phrase / sentence, merging speech models and using them in speech (Bihych et al., 2013, pp. 224, 229).

In accordance with the criterion of the anticipated level of students' independence and with the criterion of the exhaustiveness of the solution to the problem, we suggest the following **methodological e-case classification to form ELC of senior school students:** the e-case of solution selection, of solution generation and of solution realization.

The e-case of solution selection prescribes several solution options being at students' disposal. Thus, the task lies in selecting an already formulated solution and substantiating one's choice. At the stage of semantisation of new lexemes, it is expedient to select the text model, which provides enough speech models for further substantiation of each offered solution. Giving laconic answers to alternative questions can entail solution selection based on its advantages in that or other aspect of the problem. Inserting the lexemes into speech models can be realised by using a table suggesting a certain grammar structure and vocabulary. Completing speech models can entail giving arguments against the chosen solution using the beginning of sentences as a model. While expanding speech models, students are expected to expand the antecedent statements so as to counter the arguments "against". The stage of answering questions of different types can involve formulating the advantages of the chosen solution for various social groups. Independent use of the lexemes in a phrase / sentence can presuppose the preparation of questions for other groups after the presentation. Merging speech models can entail putting sentences in the correct order for their further usage as the introduction to a speech to outline the current state of the problem underlying the e-case. The last stage can be realised while giving a speech substantiating the chosen solution.

The e-case of solution generation involves creating, substantiating, and describing a solution. **The e-case of solution realization** presupposes direct solution

implementation, which lies in creating a text, e.g., transforming a text calling for correcting misleading or outdated or creating a post for social media.

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STORYTELLING AS A COMPONENT OF DEVELOPING LANGUAGE SKILLS

Current situation demands new young generation to be capable of creating competitive issues and assessing issues critically. This process evokes new methods and techniques use of working with students in order to convince them to use their creative skills and developing critical thinking, enhancing emotional interaction. One of these methods supposes the use of storytelling technique while developing language skills and compassion.

The principles of storytelling can evoke techniques of attracting people's attention to the current issues through creativity as well as storytelling can be

implemented into the educational process with students of different academic years and different specialities.

Pedagogical storytelling can be used during teaching process of different discipline cycles. N. Saienko and H. Sozykina make an accent on storytelling potential in the process of obtaining foreign language skills as for instance following such stages:

- preparatory – the choice of story, planning the lesson;
- main part – reading or listening to stories, fulfilling pre-reading and post-reading tasks as new vocabulary presentation, checking the understanding of story content;
- reflexive – discussing issues raised in the story (Saienko & Sozykina, 2020).

Storytelling is an effective method of language learning supported by creating and further presenting short stories on different topics. Using this technique during English language classes students get the opportunity to practice new grammatical structures, vocabulary, develop creative skills as well as speaking skills.

Created stories always present vivid and interesting situations which easily can be associated with students' experience or imaginary situations. Due to the storytelling students are able to form psychological connections especially based on emotions having been got during the story analysis supported by working out new grammar structures and vocabulary. This interconnection contributes to quicker material memorizing and further use.

Storytelling tasks may vary: finishing the story, describing a picture, reading and miming, gapped story, story map, "to be continued" (BeEnglish, 2024). Storytelling is now getting significant success and wide use due to its potential of making educational process easier and creative. It correlates with current need of teaching foreign language students of the new generation. As a result, students can develop and improve their language skills, get easier perception and understanding new grammar and vocabulary material, become motivated and determined, work in

teams, improve communication and creative skills as well as develop mutual psychological support.

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TEACHING MEDIA LITERACY AT THE ENGLISH LESSONS

We live in an era of the informational boom, and the media has a great impact on people who do not have proper knowledge to analyze the data they consume every single day. Media literacy skills are a necessity nowadays and help us, representatives of the digital generation, feel safer in a world that is closely connected with the net.

People worldwide are mostly media illiterate, as not much attention is paid to this global issue by governments. Moreover, as experience shows, it is much easier to rule such a society, and the media can be a powerful weapon against humanity. Propaganda and disinformation may even ruin the world balance. The current situation in Ukraine and worldwide is evidence of its influence. As Renee Hobbs, a

leading media literacy expert, states, “Media literacy empowers people to be both critical thinkers and creative producers of messages using image, language, and sound” (Hobbs, n.d.).

In recent years, international teaching communities have started to learn about the situation in this particular direction and make efforts to equip the population with the core skills that are helpful to survive. Ukraine is one of the countries that has been actively involved in different projects devoted to it.

It seems impossible to educate everyone in the country and invent an ideal system. However, schools are the easiest way of spreading knowledge in the area, as students are the direct, undisputed beneficiaries and their families and friends might be indirect ones. This looks like a chain reaction, and it is important to begin teaching students from an early age, as they are active digital users.

Nowadays, there is no media literacy subject in the curriculum, and English lessons are the perfect environment to incorporate the content in a creative way and with the use of different approaches and tools. Obviously, English teachers should be educating themselves to provide their students with appropriate knowledge. As Marshall McLuhan once noted, “The medium is the message.”

There are many ways to develop professionally and be equipped with all the necessary information. For example, there is a fantastic course, Very Verified, on the Edera platform.

Educators should focus on the definitions of media landscape, media literacy, socio-media literacy, propaganda, disinformation, and enriching students’ vocabulary on the topic to make them fluent speakers and listeners in the field.

Social media has already become an essential part of our daily routine. We are addicted to it. Texting has become a preferred way of socializing, and we hardly imagine our lives without popular web applications, which have many functions and are very often one of the main sources of information. Almost no one knows about the special algorithms behind them that might be used to achieve different goals. These apps are also a form of manipulation, and it is crucial to be familiar with how to use them safely.

The war in Ukraine has also greatly changed the way of life. We are overloaded with news, which we consume from everywhere, but mostly from Telegram channels. Students are as well. This is our reality that we cannot avoid but must be protected from in order to maintain not only our physical but also our mental health. Information war is no less dangerous than a real one, and its main goal is to break people's will, harm their feelings and emotions, and lead to psychological exhaustion.

Practical Media Literacy Activities for Students (Aged 13–16):

Spot the Fake (Fact vs. Fiction): Students are given screenshots or headlines from real and fake news sources. They work in pairs or small groups to decide which are trustworthy, providing reasons for their answers.

Analyze an Advertisement: Bring in ads from social media. Students analyze them using guiding questions: Who is the target audience? What persuasive techniques are used? What is omitted?

Social Media Profile Deep Dive: Ask students to create a fictional influencer's profile. Then, they analyze it from a critical media perspective—what message does this profile send, and how might it affect followers?

Create a News Report: Students work in groups to create a short video or audio news story on a school or community event. They must verify sources, write clear scripts, and present from an unbiased perspective.

Debate: Is Social Media More Harmful Than Helpful? Organize a debate where students use real data and media examples to argue their side, encouraging the development of critical thinking and research skills.

To support and share ideas from our ongoing project, we have also created a dedicated website: https://media-literacy-for-refugee-students.jimdosite.com/. This platform is aimed at collecting best practices, sharing resources, and connecting educators working with refugee and vulnerable student populations through media literacy teaching.

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SUSTAINABLE SKILLS DEVELOPMENT IN WARTIME

Ukraine is facing the challenges caused by russian aggression, an active phase of which has been lasting for three years. The Ukrainian society has learnt not only to survive under circumstances of constant danger and psychological pressure but also develop resistance and surviving skills.

The set of the mentioned above skills makes up premises for developing sustainable skills in the hostile environment. Moreover, allow to gain Sustainable Development Goals (SDGs), adopted by all United Nations Member States in 2015 providing a shared blueprint for peace and prosperity for people and the planet, now and into the future.

There are the 17 SDGs, which are an urgent call for action by all countries – developed and developing – in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests (United Nations, 2015).

In this context, integration of surviving approach and sustainability into education has become an essential part of achieving SDGs in Ukraine.

Sustainability in education goes beyond simply teaching environmental content; it means sustainable practices and principles throughout the entire educational system. Thus, it should be correlate to an ideal and procedure aspects of the content in English language teaching (ELT).

Consequently, this approach aims to equip learners with knowledge, skills, values, and attitudes which are necessary to contribute to the society that suffers from the war destructive impact.

Today, due to transformations on the international political arena, we have to be aware of the importance of philosophy of sustainable development and achieving SDGs in the hostile environment as a part of surviving technique for other European countries.

'Education. Children. Future.' project aims to create such learning materials that can prepare young learners to be informed, responsible, and proactive global citizens through the subject matter and an inquire based approach.

The team of the curricular developers suggests interdisciplinary collaboration to align sustainability with language learning objectives, ensuring that sustainability topics complement rather than compete with language education. The process of curriculum adaptation is facing some challenges caused by a lack of understanding of the importance of SDGs (Yu et al., 2024).

To overcome this challenge, targeted and scientifically designed workshops, courses, and learning communities dedicated to sustainability are developed and more than 600 teachers have taken part in workshops and seminars that empower teachers to integrate sustainable skills more efficiently.

Digital learning resources play a crucial role in facilitating sustainability education in ELT. Chat GPT, Brisk Teaching, Eduaide, MagicSchool and other applications leverage the power of AI to easily create lessons plans and interactive instructional activities.

Taking everything said above into consideration, we can conclude that integrating sustainability into ELT is not merely an educational trend but a key to

survive and integrate into the global scale transformation, giving a sample how to gain SDGs under circumstances of wartime.

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BENEFITS OF SILENT CARTOONS FOR COMMUNICATIVE COMPETENCE MASTERY IN EFL CLASSROOMS

In the context of 21st-century education, the demand for engaging and effective teaching methods has led to a re-evaluation of traditional language learning tools. Silent cartoons, which use gestures, expressions, and actions to convey meaning, provide an accessible and flexible resource for EFL teachers. These materials encourage active language use, stimulate creativity, boost students' oral and written productive and interactive skills, and foster cross-cultural understanding.

EFL classrooms often face challenges such as limited exposure to authentic language use, a lack of engaging materials, and the need to cater to diverse learning styles. From our point of view, **silent cartoons** can bridge these gaps by creating a non-intimidating and immersive environment.

A silent cartoon refers to an animated short film that relies on visual storytelling without the use of spoken dialogue or sound. These cartoons use *gestures, expressions, and actions* to convey meaning, allowing viewers to interpret the story through non-verbal cues. They are generally accompanied by music, which helps the viewer delve into the general atmosphere and/or particular situations

Silent cartoons' visual nature aids comprehension, while their adaptability supports differentiated instruction across various proficiency levels. Furthermore, silent cartoons align with Michael Fullan's 6 Cs of 21st-century education – critical thinking, collaboration, creativity, communication, citizenship, and character – by promoting skills that go beyond linguistic development (Fullan & Duckworth, 2015). The *primary aim of this thesis* is to explore how silent cartoons can effectively enhance learners' linguistic competence in EFL classrooms. So, specific objectives include:

- developing learners' active and passive vocabulary;
- enhancing grammatical accuracy through contextualized activities;
- fostering oral and written communication skills;
- promoting empathy, emotional intelligence, and creativity.

Moreover, silent cartoons present a range of ***benefits*** for EFL teaching, including:

- ***focusing on visual context,*** as without spoken dialogue, they encourage learners to infer meaning from visual cues such as body language, facial expressions, and actions. This helps build comprehension skills by making students more attentive to non-verbal communication.
- ***stimulating active language use*** since they create opportunities for students to actively engage in storytelling. This encourages vocabulary usage, sentence structure, and spontaneous language production.
- ***promoting imagination and creativity,*** as they allow learners to create their own dialogues or captions, stimulating creative thinking. This can help develop their speaking and writing skills by pushing them to come up with imaginative language use and varied sentence forms.
- ***adaptability for different proficiency and age levels and a variety of lessons.*** Beginners can focus on basic vocabulary, while more advanced learners can tackle complex descriptions, interpretations, and predictions.
- ***accessibility to young learners*** because, without the complexity of spoken dialogue, silent cartoons are easily understood by young or beginner EFL

learners. They can still enjoy and learn from the content without feeling overwhelmed by unfamiliar language.

- ***bringing cross-cultural insights.*** Many silent cartoons rely on universal themes or humor, making them suitable for culturally diverse classrooms.
- ***creating a non-intimidating environment*** since they remove the pressure of understanding fast or complex spoken language, making learners feel less intimidated. Silent cartoons can engage with the content at their own pace, reducing anxiety and building confidence in language learning.
- ***promoting multimodal learning***, since silent cartoons rely heavily on visuals, appealing to visual learners. This reinforces vocabulary, grammar, and context through imagery, which aids retention and understanding of language concepts.
- ***encouraging collaboration,*** as watching silent cartoons in groups motivates learners to collaborate as they try to interpret and explain the scenes together. Group discussions around what's happening in the story promote communicative skills and teamwork.
- ***focusing on language production,*** as they give learners the freedom to create their own dialogue or narrative. This develops *speaking and writing fluency* through activities like writing scripts or performing role-play based on the cartoon.
- ***developing critical thinking*** through analyzing characters' actions and predicting outcomes, which helps develop critical thinking skills, essential in language learning and beyond.
- ***introducing story structure*** through simple presentation, following basic storytelling structures like beginning, middle, and end. Teachers can use them to teach narrative structure, sequencing, and time markers in language.
- ***promoting empathy and emotional intelligence.*** Since silent cartoons rely on non-verbal communication, learners must observe facial expressions and body language closely to understand emotions. This builds emotional intelligence and empathy, as they interpret how characters feel and react.

In conclusion, silent cartoons offer a powerful tool for enhancing linguistic competence in EFL classrooms. Their adaptability, accessibility, and multimodal nature make them an ideal resource for promoting vocabulary, grammar, and communication skills in TEFL for various student ages and proficiency levels.

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EPONYMS, DOUBLETS, AND SYNONYMS: THE COMPLEX TERRAIN OF MEDICAL TERMINOLOGY TRANSLATION

Terminological variation is one of the key features of medical terminology, manifested in the form of doublet terms and eponymous terms. Variation arises due to the historical development of science, international integration, and language borrowings, which create difficulties in translating medical terms.

Terminological variation is divided into synonymous variants and etymological doublets. Eponymous terms emerge either as a tribute to scientists who discovered a particular phenomenon *or as a means of establishing standardized international terminology. For example, Albright* syndrome may have several variants, *McCune-Albright syndrome or polyostotic fibrous dysplasia*. Similarly, *Reiter syndrome* has variants in the form of *Reiter's disease or reactive arthritis*. Eponyms may be the source of translation problems - the correspondence between eponymous terms and their equivalents does not necessarily mean that both source and target terms will be eponymous. However, it may be the case (Karwacka, 2015, p. 278).

Another type of variation is etymological doublets, when terms of Greek and Latin origin are used in parallel. For example, *encephalon and cerebrum* mean *brain*,

and *cystographia and vesicographia – x-ray of the urinary bladder*. The doublet phenomenon is well observed in adjective vs. noun roots. That feature is of significant importance in writing or translating information materials for lay readers. In English, such doublets are common due to the peculiarities of historical development, while in Ukrainian, they are less common.

Translation of eponymous terms is challenging due to the trend toward terminology unification, which often replaces eponyms with descriptive terms. Thus, the variability and doublet nature of terms create significant difficulties in translation, where the use of standardized nomenclatures and terminology dictionaries is required. The International Society for Pharmacoeconomics and Outcomes Research (ISPOR) has developed a complex review method that involves two parallel forward translations, reconciliation, two back-translations, comparison and reconciliation, a review and harmonisation of the target text (Karwacka, 2015, p. 290).

Ukrainian researchers also emphasize this issue. Lysenko V., in her work, notes that "the use of eponyms in scientific literature makes the text more concise and vivid", but at the same time, it can create difficulties in translation and understanding (Лисенко, 2009, p. 67).

Thus, to ensure the accuracy and unambiguousness of medical terminology, it is necessary to strive for the unification and standardization of terms, taking into account both international experience and national characteristics.

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MODERN DIGITAL TOOLS FOR LANGUAGE LEARNING: A COMPARATIVE APPROACH

In today's world, knowledge of foreign languages has become one of the key skills for personal and professional development. Technological progress has opened up new opportunities for language learning, particularly due to the widespread use of digital platforms. Online applications and services for language learning are actively replacing traditional forms of education, offering flexibility, accessibility, and a personalized approach for each user. Among the most popular platforms are **Duolingo** and **Rosetta Stone** – services that have different philosophies and teaching methods but share a common goal: to make the language learning process effective and convenient. We decided to compare the effectiveness of these two platforms, examine their strengths and weaknesses, and determine which one is more effective for learning a foreign language at different stages of the learning process.

So, let's examine the effectiveness of **Duolingo**: pros and cons.

Advantages:

• *Gamified learning* – a point system, levels that motivate users to come back every day.

• *Mobility* – accessible from any device, allowing users to study even for just a few minutes a day.

• *Wide variety of languages* – not only popular ones like English and Spanish, but also rare ones like Irish, Hawaiian, and even Klingon.

• *Interactive exercises* – listening, translation, pronunciation, and grammar activities.

Disadvantages:

• *Lack of depth* – suitable for beginners, but doesn't provide full language immersion.

• *Limited real-life communication* – no opportunities for real conversations with native speakers (only short practice exercises).

• *Unbalanced lesson structure* – grammar is sometimes presented in a fragmented way.

• *Mechanical memorization* – exercises can become repetitive, focusing on rote learning without deep understanding.

Effectiveness of **Rosetta Stone**: Pros and Cons

Advantages:

• *Immersion method* – trains listening comprehension and intuitive understanding of context by using the language exclusively.

• *Focus on pronunciation* – the TruAccent system analyzes the user's pronunciation and provides feedback.

• *Systematic approach* – the course is structured gradually: from basic vocabulary to more complex grammatical constructions.

• *Access to native speakers* – the paid version includes online sessions with instructors.

Disadvantages:

• *Limited translation and grammar explanations* – the immersion method may be confusing for beginners who prefer clear explanations.

• *Higher cost* – compared to many free or freemium platforms, Rosetta Stone is relatively expensive.

• *Less variety in practice activities* – exercises can feel repetitive over time.

• *Slower pace* – progress can feel slow, especially for learners who prefer fast-track methods or more dynamic content.

The analysis shows that both **Duolingo** and **Rosetta Stone** have their own unique strengths and weaknesses that influence the effectiveness of language learning depending on the user's needs. It's clear that the effectiveness of each platform largely depends on the learner's goals and level of preparation. The best results can be achieved by combining both resources, where **Duolingo** serves as a

tool for daily practice and motivation, while **Rosetta Stone** provides a foundation for more systematic and in-depth language learning.

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TEACHING BEYOND WORDS: ENHANCING ESL THROUGH SOCIAL AND EMOTIONAL SKILLS

Social-emotional learning (SEL) has emerged as a pivotal component in modern educational practices, particularly within the context of teaching English as a Second Language (ESL). This approach not only facilitates language acquisition but also fosters a supportive and inclusive classroom environment, which is essential for the diverse backgrounds of ESL learners. The integration of SEL in ESL curricula is increasingly recognised for its potential to enhance student engagement, emotional well-being, and overall academic success. SEL is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process through which individuals acquire the skills necessary to understand and manage their emotions, set positive goals, exhibit empathy, establish positive relationships, and make responsible decisions. Social-emotional learning is sometimes referred to as "the missing piece" because it represents an aspect of education that links academic

knowledge with a specific set of skills vital for success in schools, families, communities, workplaces, and life in general (Elias, 2003). The five core competencies of SEL – self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are crucial for fostering a holistic educational experience. According to UNICEF Türkiye (2022) and the Ukraine Children's Action Project (UCAP) the child population in Ukraine is about 7.5 million; 4.3 million of them have been displaced, and at least 1.5 million have been traumatised by the war. Promoting SEL now became not only something about making a comfortable learning space; it is a vital skill to help the children and youth to become more stress resistant and thrive in well-being. It will later help to build a healthy and strong society and promote empathy and responsibility. Studies show that children starting school demonstrate a lack of the basic skills that are necessary to understand and manage emotions, show empathy, and develop positive relationships. The research also proves that, without assistance, this behaviour later turns into more aggression in adolescence.

Incorporating SEL into ESL instruction goes beyond teaching grammar and vocabulary; it involves understanding the social and emotional contexts in which language is used. Emotionally responsive teaching requires educators to be attuned to their students' experiences, particularly those who may be facing challenges such as trauma or cultural dislocation. By creating safe spaces for reflection and emotional expression, teachers can significantly enhance the learning experience for ESL students. The importance of SEL is particularly evident in crisis situations, such as the ongoing conflict in Ukraine, where educators are tasked with addressing the unique needs of students affected by trauma.

Integrating SEL into ESL classes can provide essential support, helping students navigate their emotional landscapes while acquiring language skills. Practical strategies for implementing SEL in the classroom include setting ground rules for respectful communication, creating opportunities for peer interaction, and utilising mental health practices that promote emotional clarity and resilience. Curriculum contextualisation is vital for aligning academic and socio-emotional

needs. Teachers can use visual aids and culturally relevant materials to enhance vocabulary acquisition and emotional growth. Additionally, practices such as gratitude exercises, bibliotherapy, and reflective journaling can help students cope with stress and anxiety, ultimately leading to improved well-being and academic performance.

For educators, self-care and awareness of their own emotional needs are critical, as they often face secondary trauma and burnout. Teaching is emotionally demanding job and stress can impact not only personal, but also professional issues, such as classroom management, identifying and managing emotions. By prioritizing their well-being, teachers can better support their students and create a nurturing learning environment. Strategies such as active listening, setting boundaries, and incorporating calming techniques into their teaching can help educators manage stress and foster a positive classroom atmosphere. SEL in this case serves as a protective factor and promotes job performance. Building a safe space for children benefit the whole school. It promotes general well-being for teachers, students and enhances academic achievements and professional development. In future this will contribute to a healthy society with responsible citizens in it.

In conclusion, the integration of social-emotional learning into ESL education is essential for creating a supportive and effective learning environment. By addressing the unique challenges faced by ESL students and promoting emotional growth alongside language acquisition, educators can enhance student engagement, collaboration, and overall success. As SEL continues to gain traction in educational practices worldwide, its potential to transform ESL classrooms into spaces of empathy, understanding, and personal growth becomes increasingly evident.

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THE ROLE OF MENTORSHIP IN ENGLISH AS A SECOND LANGUAGE (ESL) EDUCATION IN UKRAINE: A DRIVER OF PROFESSIONAL DEVELOPMENT AND PEDAGOGICAL INNOVATION

Mentorship is a crucial component of modern education, enabling students to advance their careers and grow emotionally and personally. It significantly impacts the quality of pedagogical practices, learner competency, and the overall educational environment in English as a Second Language (ESL) instruction. Mentors guide educators with less experience, leading to improved classroom practices, effective learner engagement, and a culture of shared growth and reflection. In Ukraine, where

English is considered an essential tool for academic and professional mobility, mentorship plays a vital role in providing educators with the necessary skills and strategies to meet the ever-changing demands of both national and international levels.

In Ukraine, where English is increasingly considered an essential instrument for academic and professional mobility, mentorship serves as a bridge between theory and practice. Effective mentorship facilitates the adoption of new tactics for instruction and engagement that are pedagogically sound and appropriate to the local educational environment. Mentorship fosters a culture of reflective practice, allowing educators to critically analyse their teaching methods, interactions with students, and outcomes for them.

As an additional benefit, mentoring fosters a culture of reflective practice, which is a process in which educators critically analyse their teaching methods, interactions with students in the classroom, and the outcomes for their students. This reflection is not something that is done in isolation; rather, it flourishes via conversation and cooperation with other people (Ellis, 2003). Through the creation of a secure environment in which educators may freely share their thoughts, experiment with different teaching methods, and receive constructive criticism, mentoring makes it easier for teachers to engage in collaborative reflection. Through the reciprocal nature of mentorship, both mentors and mentees are able to reap the benefits of the relationship. While mentees are able to acquire guidance and support, mentors are able to improve their leadership and coaching skills, both of which contribute to their own professional development.

In Ukraine, where educational reforms prioritise the internationalisation of higher education and innovative pedagogies, mentorship acts as an essential tool for capacity building among ESL instructors. Professional development initiatives, like the Ukrainian Association of TESOL, play a significant role in developing professional networks, organising conferences, and providing platforms for establishing contacts between mentors and mentees.

Establishing trust and mutual respect is essential to the success of any mentoring program. Mentors need to cultivate an atmosphere conducive to open communication, providing constructive criticism and encouraging experimentation with new methods (Farrell, 2015). Well-defined goals are also necessary for a successful mentoring relationship. Mentors provide consistent and helpful feedback, directing mentees towards opportunities for professional development relevant to their areas of interest. Exposure to new learning situations encourages continuous learning and ensures educators remain sensitive to evolving trends in ESL education (Hattie, 2009).

The development of self-sufficiency in mentees is crucial, as it fosters resilience and adaptation in the Ukrainian environment. However, mentorship can be hindered by factors such as time limits, mismatched expectations, discrepancies in experience, and cultural differences.

Establishing trust and mutual respect is essential to the success of any mentoring programme with the potential to be successful. For mentees to feel comfortable expressing their fears, struggles, and triumphs, mentors need to cultivate an atmosphere that is conducive to such communication. Having a foundation of trust makes it possible to have open and honest conversations, to provide constructive criticism, and to be willing to experiment with new methods. Furthermore, having goals that are well-defined is essential for a successful mentoring relationship. It is necessary for both mentors and mentees to work together to establish targets that are attainable, quantifiable, and in line with their professional goals and the circumstances of their respective situations. In addition to serving as a foundation for assessing the results of the mentorship process, these objectives serve as a roadmap for advancement.

Another essential component of effective mentoring is providing feedback that is both consistent and helpful. It is possible for mentors to provide actionable insights that support continual growth by observing lessons, evaluating teaching materials, and engaging in post-lesson reflections. Not only should feedback be structured as an appraisal, but it should also be framed as a discussion that encourages personal

development, self-assurance, and professional initiative. Additionally, mentors play a significant role in directing mentees towards opportunities for professional development that are pertinent to their areas of interest. This includes academic conferences, webinars, certificate programs, and workshops. Exposure to new learning situations encourages learning that continues throughout one's life and ensures that educators continue to be sensitive to evolving trends in English as a Second Language (ESL) education.

The development of self-sufficiency in the individuals receiving mentorship is also crucial. In the beginning phases of mentorship, guidance is absolutely necessary; yet, the development of autonomy is absolutely necessary for long-term success. We need to encourage the mentees to take the initiative, conduct autonomous inquiry, and develop their own unique teaching philosophies. These skills are especially significant in the context of the Ukrainian environment, where educators frequently operate under conditions of low resources and changeable educational policies. This empowerment fosters resilience and adaptation, which are qualities that are crucial.

To address these challenges, strategic planning, institutional support, and a commitment to developing inclusive and sustainable mentorship structures are necessary components. In conclusion, mentoring is a powerful tool for improving the quality of ESL instruction in Ukraine, fostering collaboration, innovation, and mutual support. Educational institutions can better prepare instructors to manage the complexity of contemporary English in second-language classrooms, promote student-centered pedagogy, and contribute to educational reform and national development. Emphasising mentorship will be essential for the development of resilient, introspective, and forward-thinking ESL educators in Ukraine.

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TEACHING BEYOND BORDERS: A VOLUNTEER-LED MODEL FOR CRISIS-ERA ENGLISH EDUCATION

Introduction

When the war in Ukraine began, I didn't have a strategic plan. I had a heart full of questions and a simple instinct: to show up. I messaged a fellow teacher I knew online and asked, "How can I help?" Her answer stuck with me: "Keep the children busy. Give them something joy positive to focus on. Help them feel safe".

That message became the seed of Teachers for Peace, a global, volunteer-led initiative offering free, trauma-informed English education to learners affected by war. Since 2022, we've delivered thousands of free classes to displaced children, teens in conflict zones, and families navigating uncertainty. This paper outlines our model – a flexible, heart-centered approach grounded in safety, connection, and joy.

Methodology

The Teachers for Peace framework is rooted in continuous reflection, collaboration, and care. Our methodology draws from trauma-informed teaching,

social-emotional learning (SEL), and peace education, guided by learner feedback and real-time needs.

Our global volunteers co-create classes weekly, sharing resources and cultural insights. Ukrainian educators and families play an integral role; ensuring content is respectful and relevant. The result is a hybrid model – part structure, part spontaneity – that centers emotional safety and trust.

Key principles

1. Safety First: Classes begin with simple emotional check-ins like "What color is your day?" Participation is optional; presence is enough. Volunteers foster calm, consistent environments where students can simply be.

2. Language as Connection: SEL is integrated into every lesson. English becomes a tool for expressing emotions and building community through gratitude moments, reflective prompts, and peer recognition.

3. Peace Education in Practice: Activities like "dream school" drawings or storytelling from home help students reclaim agency and hope. Language bridges isolation and belonging.

4. Co-Creation: Classrooms are built with learners, not just for them. Teens lead games, parents co-teach, and volunteers adapt together. This community-led model nurtures resilience and shared purpose.

5. The Hope Journal: A favorite practice, the Hope Journal invites students to reflect on prompts like "One thing I'm grateful for…" or "Something small that made me smile." It's a simple but powerful ritual of presence and connection.

Conclusion

At Teachers for Peace, education is more than instruction – it's healing. Our goal is not academic catch-up, but emotional restoration. In conflict, we believe classrooms must comfort, empower, and connect.

Every teacher, volunteer or professional, has the power to be a peacebuilder. Our invitation is simple: come as you are, teach with heart, and co-create safe spaces where learners can feel seen, heard, and hopeful.

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THE TEACHERS FOR PEACE FRAMEWORK: A SCALABLE MODEL FOR TRAUMA-INFORMED LANGUAGE EDUCATION IN CRISIS CONTEXTS

Introduction

Teachers for Peace (TFP) is a grassroots, volunteer-driven initiative born in the early weeks of the war in Ukraine. It delivers free, trauma-informed English education to displaced and marginalized learners. The *Teachers for Peace Educational Framework* (TFP-EF) offers a scalable, community-powered model that nurtures both language skills and emotional resilience.

TFP-EF integrates social-emotional learning (SEL) and trauma-informed pedagogy into virtual classrooms. While entirely online, TFP fosters innovation and collaboration through initiatives like:

- **Young Change-makers**: Students from Uganda, the USA, Spain, and Ukraine explored the UN Sustainable Development Goals (SDGs), sharing local challenges and launching innovative, youth-led solutions to real-world problems.

- **English for Hope**: Brings together learners from Afghanistan, where students continue to suffer the long-term impacts of conflict and instability, and Ukraine to support one another.
- **Educators for Resilience**: Led by a volunteer teacher from Lebanon—also affected by the ravages of war – this initiative is part of the Center Yanal for Education and draws on a course from Childhood Education International. It focuses on peer support, resilience, and flexible online collaboration among educators.

These examples show how virtual education – when driven by purpose – can transcend borders and foster global solidarity. TFP enables learners and educators from diverse backgrounds to connect, build empathy, and co-create real-world solutions.

Core Principles of TFP-EF:

1. **Trauma-Informed Teaching:** Creates psychologically safe environments using structure, empathy, and student voice.
2. **Radical Generosity:** Volunteers donate time and receive support, mentorship, and micro-certification.
3. **Connection-Centered Learning:** Focuses on human connection through storytelling, collaboration, and authentic communication.
4. **Scalability and Flexibility:** Adapts to varying conditions, using shared resources and teacher creativity.
5. **Collaborative Culture:** Inspired by distributed leadership models, TFP fosters a horizontal, co-created educator network.

Implementation and Impact:

Since 2022, TFP has delivered 1,000+ free lessons across Ukraine, Poland, Spain, and beyond. Programs include:

- **Weekly conversation clubs**
- **SEL-integrated English for children**
- **“English for Hope” and “This Is Me” identity-based projects**
- **Logic, art, and laughter therapy classes**

TFP evolves based on learner feedback. When Ukrainian teachers joined,

classes became bilingual. When teens requested more speaking opportunities, volunteers launched storytelling and confidence-building sessions.

Looking Ahead:

TFP-EF is a living, adaptive framework, not a static curriculum. With expanding partnerships and recognition pathways, we aim to grow our global reach. By centering empathy, empowerment, and equity, we believe language education can be a tool for healing, hope, and peace in times of crisis.

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ASPECTS OF TRANSLATING ENGLISH JOURNALISTIC TEXTS REVISITED

The article provides a brief overview of the translation challenges of English-language journalistic texts. The functional purpose of the journalistic text puts it at the forefront of university training of translators, as it offers a strikingly broad range of translation challenges. The list of distinctive linguistic features of a journalistic text – a combination of belles-lettres, popular science and colloquial styles, a large number of commonly used and specialized terms, figurative language resources,

foreign borrowings, various syntactic constructions – however, is not an established set of linguistic features for each genre of journalistic style, it is rather a range of features that are inherent to different text types to a varying degree.

Most importantly, journalistic texts are rich in vocabulary of broad semantics spread all over the variety of journalistic genres. For instance, the broad semantics of the noun exposure invites the student to study the lexical context of the original textual piece with due attention in order to suggest a translation equivalent: *The magnitude of these responsibilities and the rigours of the job have often weighed heavily on office holders. When Bill Clinton called William Perry, then deputy secretary of defence, to offer him the top job, he initially turned it down, ground down by his year in the Pentagon and wary of* ***exposing*** *his family to the press* (The Economist, 2025).

When reproducing journalistic texts, the frequent vocabulary of everyday use can also present a certain challenge due to inherent principle of stylistic diversity of vocabulary. Below the sensitive topic of mineral extraction is discussed, where copper mining is somewhat euphemistically called *rarely a pretty process:*

Copper is mined in many parts of the world, and ***it's rarely a pretty process.*** *From the western U.S. to South America to Central Africa, copper mining has left colossal pits full of toxic waste and fouled enormous swathes of land and waterways* (Beiser, 2024).

In order to create a successful translation product, it is also worth improving one's knowledge of syntax and stylistics of the journalistic text in the target language. Below, one might be tempted to reproduce the sentence types and verb tenses of the original. However, they will mostly sound artificial to the Ukrainian reader:

The lithium-ion batteries that power most electronics are made with lithium (of course), nickel, and cobalt. One of the world's biggest sources of lithium is Chile's Atacama desert, where the mines are sucking up so much underground water that many scientists and Indigenous people fear they are drying out the delicate ecosystem. Lagoons that ***are home*** *to rare flamingos; vegetation* ***that feeds*** *goats, sheep, and*

guanacos; and ***a way of life followed by Indigenous Atacameño communities*** *for thousands of years may all be in* danger (Beiser, 2024).

Journalistic texts are often considered a "testing ground" for new English vocabulary. For a translation enthusiast, reproducing similar nonce-words represent a special kind of intellectual pleasure: *There's a group of women on the internet who exist in contrast to the struggling moms who spent the Covid quarantines screaming:* ***momfluencers****, women with social media followings in the tens of thousands or even millions who offer tips and inspiration to their fellow moms* (Grose, 2022).

Among the structural aspects of an English sentence in journalistic texts one must keep an eye on personification as a subject of the sentence. Translation practitioners advise transforming the subject of an English sentence into a circumstance in Ukrainian in order to avoid artificial sentence design: *Last week, isolated gusts, especially in the Santa Monica Mountains, reached 100 mph.* ***The weekend saw some easing back,*** *but Wed. Jan. 15 and Thurs. Jan. 16 are expected to see winds back up to 65 mph* (Kluger, 2025).

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SOME CHALLENGES OF LEARNING CULTURES AND LANGUAGES

Effective foreign language instruction aims at both reaching language proficiency and forming cross-cultural competencies. The challenges of learning cultures and languages have become especially acute in recent times in the context of the "refugee crisis" in Europe, including that caused by the war in Ukraine. This current challenge is in addition to the inherent difficulties that immigrants face in adapting to new sociocultural environments. In public debates and scientific discussions on immigration and migration for business or studies, cultural differences often occupy a central position as conflicts arise. Generally, attention is focused on finding ways to overcome obstacles that hinder acculturation as a process of the mutual influence of cultures, especially the perception of other people's cultures.

In its broadest form, cultural adaptation is understood as a process of "immersion" of an individual or an ethnic group into a new culture, the gradual mastering of its norms, values, patterns of behaviour (Ward, Bochner, Furnham, 2001, p. 40).

Modern European cities are becoming more and more multi-ethnic. Here, urban identity often and increasingly prevails over the national identity. Children of immigrants or temporary migrants from different countries, regardless of nationality, read books about Harry Potter, go to the same schools, gyms and clubs, and speak the same language.

On the other hand, ethnic or racial enclaves also appear, sometimes populated by guest workers who perform the lowest paid and least desirable work. Tensions between the existing population and newer arrivals, often driven by stereotypes and misperceptions can – and often do – emerge. Change can be difficult for both

populations. Cultural adaptations are a two-way street, and sometimes these societal barriers may be bridged through properly organized culture and language education.

Today, immigrants and foreign students live simultaneously in three worlds: firstly, in their own (telephone communication occurs within minutes, written communication by e-mail, social media, and SMS – within seconds, through which they are constantly in touch with their homeland); secondly, in the world of the country where they arrived; thirdly, in the global world of technology, mass media, and consumption (Hobsbawm, 2013).

Acculturation and adaptation often begin for migrants with the study of a foreign language, and in today's reality the tight relationship between learning language and culture has become an axiom. In the contemporary context of globalization whereby many countries are no longer homogeneous, one must be ready to communicate with representatives of different cultures. Multicultural societies abound throughout Europe, however in order to become a full member of the society, one must at least learn and tolerate – if not share – its values. Learning a foreign language is perhaps the most powerful practical tool of acculturation and adaptation to these values.

However, today cultural components in modern foreign language courses are blurred and fragmented. Such courses certainly fulfill their function of forming the learners' communicative competencies, as they teach grammar, vocabulary, form skills in four types of speech activity – speaking, reading, listening, writing, but the cultural component is often represented in a haphazard, chaotic, and scant manner. The lack of cultural components in foreign language classes contributes to the poor adaptation of some migrants to European values. It may also be a cause of low erudition, misinformed worldviews and lack of morality among university students.

We believe that a carefully designed, culturally rich foreign language educational course is necessary to enhance the skills required to navigate in a foreign land. Such a course would increase the universality of cultural knowledge and values, and establish a baseline of core concepts that an educated person should acquire.

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INTERACTIVE TECHNOLOGIES AS A MEANS OF FORMING MOTIVATION OF FUTURE TEACHERS TO LEARN ENGLISH

In the current conditions of integration into the global educational space, learning English has become a necessary element of professional training for teachers. The formation of positive motivation for this process is an important task of foreign language teaching methods. Interactive learning technologies contribute to the development of communication skills, critical thinking, and increased student engagement.

The issue of motivation to learn English was considered in their works by M. Grigorash, O. Kolodnytska, N. Yaremenko and others. Researchers note the importance of using interactive technologies to increase interest in learning, especially among students of non-linguistic specialities (Hryhorash, 2024; Kolodnytska, 2018; Yaremenko, 2020). However, the problem of integrating such technologies into the educational process requires further study.

To increase students' interest in learning a foreign language, it is advisable to use visuals as an effective means of forming motivation. In modern pedagogy, visuals are considered a tool of cognition that helps to illustrate thoughts, develop observation and facilitate memorization of educational material. In addition,

interactive classes conducted using multimedia technologies have a significant impact on motivation for learning.

Interactive technologies create conditions for the development of active cognitive activity of students. They combine individual and group work, stimulating both personal and collective responsibility for learning results.

An important factor in forming motivation is the combination of internal (interest in the language) and external motivation (professional need, assessment, etc.). Interactive methods contribute to the development of both types of motivation.

Visuals, multimedia technologies, integration of Internet resources, online platforms (Kahoot, Quizizz), the use of QR-codes and other modern means increase the efficiency of learning material and activate students' educational activities.

The project method, group work, role-playing games and simulation exercises create a natural language environment, contributing to the development of communication skills. For example, the development of online cases helps students use English to solve practical problems in the field of education.

Interactive classes develop students' autonomy, promoting self-regulation and awareness of their own responsibility for learning outcomes.

However, the introduction of interactive technologies is associated with certain difficulties: lack of experience among students, difficulties in adapting to new work formats, uneven level of language training. Therefore, interactive methods should be introduced gradually, taking into account the individual characteristics of the group.

A special role belongs to a teacher, who must create a favorable educational environment, stimulate students' internal motivation and provide positive feedback.

Interactive technologies are important means of forming positive motivation to learn English among future teachers. Their use allows you to create an educational environment focused on the development of students' professional and communicative competencies. To increase the effectiveness of interactive learning, it is important to take into account the needs of students, ensure gradual adaptation to new methods, and maintain an atmosphere of cooperation and mutual respect.

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BRITISH STREET ART AS A MEDIUM FOR INTERNAL MONOLOGUE TO FOSTER STUDENTS' SOCIAL AWARENESS

The educational system increasingly integrates social and emotional learning into daily practice in response to recent challenges. SEL activities can support students' adaptation, improve interpersonal interaction, and promote personal growth. Among SEL competencies, social awareness is crucial for building empathy, understanding diverse perspectives, and forming meaningful relationships, essential skills for life in a global society.

As a form of authentic cultural expression, street art reflects pressing social issues and resonates powerfully with contemporary learners. Among its most influential figures, Banksy offers powerful visual narratives that provoke reflection and perspective-taking.

The work **aims** to explore the potential of British street art, specifically Banksy's works, as a tool for developing students' social awareness through the internal monologue activity. The proposed approach can be effectively integrated into university British Studies courses to foster students' cultural literacy and social-emotional competencies.

Luis Javier Pentón Herrera (2020) emphasizes the crucial role of English teachers in implementing SEL in the classroom. He notes that teachers naturally shift towards SEL when they recognize students as individuals facing personal challenges, which fosters empathy and creates space for addressing students' emotional and social needs alongside academic goals. In such contexts, the English language becomes a tool for restoring, supporting, and healing English learners (Herrera, 2020, pp. 4-6).

This approach is equally relevant in university-level British Studies courses, where students engage with linguistic content and complex cultural, social, and ethical issues, making SEL integration particularly meaningful.

In this context, special attention can be given to developing social awareness. CASEL 5 framework defines it as the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts (CASEL). Social awareness is essential for interpreting cultural phenomena and social narratives represented in British street art through provocative public installations.

To support the development of social awareness in such settings, educators can apply reflective techniques that encourage perspective-taking, one of the most effective being the **internal monologue**, which invites students to imaginatively adopt the viewpoint of others and articulate their inner thoughts in response to cultural stimuli.

An internal (interior) monologue is a narrative technique that reveals a character's inner thoughts, ranging from free associations to structured reflections. It may appear as a direct first-person speech or third-person narration of thoughts. Forms include self-analysis, inner conflict, or imagined dialogue. Often linked to a

stream of consciousness, it can reflect chaotic impressions or logical reasoning (Encyclopædia Britannica).

One effective way to develop social awareness in a British Studies seminar is through internal monologue as a reflective technique applied to works of contemporary British art. For instance, when analyzing Banksy's iconic mural "Girl with a Balloon", students can be invited to compose a short internal monologue from the perspective of the girl depicted in the artwork. This assignment encourages them to imagine her inner thoughts and emotions: what the balloon might symbolize for her, what personal or social experiences she may be facing, and how she perceives the world around her. Such imaginative engagement fosters empathy and perspective-taking, which are central to social awareness. By discussing their monologues in class, students reflect on their understanding of social themes in the artwork, deepening their cultural knowledge and emotional intelligence.

Thus, integrating British street art, particularly Banksy's provocative works, into the British Studies syllabus offers a powerful approach for fostering social awareness through internal monologue activities that enable students to inhabit diverse perspectives.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH THE USE OF COMICS

Comics are a valuable tool that can be used for various educational purposes, i.e. information visualization, individualization of learning, creativity development etc. Artificial Intelligence (AI) allows students to create comics for different topics so that students can perceive and memorize material more easily. Comics can be adapted to the needs of students of different age, levels, interests, and skills. Using AI to create comics encourages students to be creative. They can come up with plots, dialogues, and characters, and AI helps to implement these ideas visually. They can serve both as a basis for learning and as a supporting material. Below you will find a worksheet “Amazing animals” (one in the series of worksheets for independent students` work) which was created on basis of the course book PREPARE 6.

Language

1. Complete the sentences with the past simple and the past continuous.

1) The boy _____ (eat) an ice cream when the monkey _____ (stole) it.

2) The cats _____ (sleep) outside when the rain _____ (start).

3) While the girl _____ (read) a book, her dog _____ (bark).

4) Lisa _____ (eat) her lunch when she _____ (see) a mouse in her plate.

5) While a man _____ (drive) along the road, a monkey _____ (jump) out of a tree.

6) When I _____ (wait) for the bus, I _____ (see) a fox.

7) When his sister _____ (open) the present, a white rabbit _____ (jump) out of the box.

8) When we _____ (walk) beside the lake, we _____ (hear) a bear's sound.

9) When he _____ (feed) the baby elephant, the mother elephant _____ (take) off his hat.

10) While Greg _____ (climb) the tree, he _____ (feel) the insects under his T-shirt.

2. Pick a random number by wheel. Follow the link, choose the range from 1 to 10, and click SPIN. https://pickerwheel.com/tools/random-number-generator/

AI works for you

3. Now you are going to create a comic strip with AI based on the sentences from the previous exercise. The number you get in Number Picker Wheel is the number of the sentence you will use for creating a comic strip. Follow the link: https://aicomicfactory.com/playground

4. Type your sentence in "Story" box. Choose the style, choose grid, then press the bottom "Go."

Share

5. Look at your comics carefully. What does each section show? Now you have to write/speak about all of the pictures. Read the following questions and write the story shown in the comics: What happened in the first (second, third) picture? What was the end of the story?

6. In pairs, read your own story and your partner's. Check for mistakes. Give your partner an idea to make their story better.

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DIGITAL TOOLS IN ENGLISH LEARNING

Modern life is impossible without informational technologies, penetrating all spheres of human activity, from work and study to entertainment and communication. IT is a set of methods, tools and devices used to collect, store, process, transmit and apply information. The use of mobile applications, interactive exercises, and other digital tools can create a more dynamic and effective learning environment. Mobile applications are a powerful tool for learning English and offer a wide range of features, such as interactive tasks, game elements, and self-study. The main advantages of using mobile applications in English language teaching include interactivity, individualization of learning, accessibility, and variety of tasks (Hnatyk & Fodor, 2023 p. 113–116).

Mobile apps allow learners to interact with learning material in a variety of ways that increase their interest and motivation to learn. For example, using the *Duolingo* mobile app allows learners to interact with the material through different types of exercises, such as translating sentences, choosing the correct answer, and filling in the blanks. This varied approach to learning keeps learners interested and motivated to continue practicing the language on a regular basis. The *Buzau* mobile app, for example, offers learners exercises that simulate real-life situations, such as ordering food in a restaurant or buying a ticket for transportation. This helps learners develop their speaking and listening skills in contexts they may encounter in everyday life.

Using the *Learning Apps* platform, students can complete interactive exercises such as filling in the blanks in the text or answering questions after listening to audio. Learners receive instant feedback on their mistakes, which allows them to correct them quickly and improve their skills. The *Quizlet* mobile app can be used while travelling on public transport, during breaks at school or at home. It allows students

to use their time effectively to repeat new words or do grammar exercises even when they are not in the classroom.

The use of audio and video materials allows students to immerse themselves in the language environment, which contributes to better understanding and memorization of information. For example, on the *TED-Ed* platform, students can watch short educational videos in English with subtitles. This allows them to better understand and memorize new information, as well as improve their listening skills.

E-textbooks promote an individualized approach, allowing learners to work at their own pace and choose tasks according to their needs. The most famous e-textbooks for learning English are: *Oxford Discover, Go Getter by Macmillan, English in Mind by Cambridge and others. Oxford Discover* is a comprehensive English language learning textbook designed for primary and secondary school students. The main goal of the textbook is to promote the development of critical thinking, communication skills and a deep understanding of the language through an interactive approach to learning. The topics presented in *Oxford Discover* are interesting and relevant to students, covering a wide range of knowledge from different subject areas, which allows them to broaden their horizons and increase their overall education. *Go Getter* offers a variety of tasks that make the learning process fun and interactive. The tasks include game elements, group projects, comprehension tests, creative writing and speaking exercises that encourage students to actively use the English language. These tasks are aimed not only at learning grammar and vocabulary, but also at developing key 21st century skills such as critical thinking, teamwork, and independent learning. *English in Mind* by Cambridge is a series of English language learning textbooks designed to develop a positive attitude towards language learning and students' comprehensive language skills. The textbook is for secondary school students and is adapted to different levels of English, from beginner to advanced. One of the key features of *English in Mind* is the variety of topics that cover aspects of life, culture, technology, and other areas that are relevant and interesting to students.

The introduction of such technologies into the learning process contributes to improving the quality of education and achieving high results in learning English. The use of these tools makes learning more accessible, flexible, and effective, which contributes to improving the quality of education in general.

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INNOVATIVE METHODS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: PRACTICAL APPLICATION AND RESULTS

In the modern academic and professional environment, proficiency in English is of particular importance, particularly for students of non-linguistic majors. History as a science requires constant access to international sources, publications, and archival documents, many of which are available only in English. In addition, modern humanities specialists must be prepared to participate in international conferences, publish their scientific achievements in international journals, and engage in academic dialogue with foreign colleagues.

However, traditional approaches to teaching English often do not take into account the specifics of students' professional training. Therefore, the implementation of innovative methods of teaching English for specific purposes (ESP) is an urgent task. Methods such as TBL, CLIL, blended learning and gamification allow integrating language skills into a professional context, increasing student motivation and ensuring practical application of knowledge.

The purpose of this article is to analyze the effectiveness of these methods, their adaptation to the needs of history students, and to determine the results of implementing these approaches in the educational process.

For history students, the Task-Based Learning (TBL) method includes tasks such as analyzing historical documents, creating timelines, preparing multimedia presentations in English based on research, and participating in debates on historical events. This contributes to the development of not only linguistic, but also critical and analytical competence (Purnomo, 2018).

Another method is Content and Language Integrated Learning (CLIL), which allows combining English language learning with studying history courses, such as “History in the Middle Ages”, “History of International Relations”, “Historyography”. Students analyze and study English-language primary sources, read and discuss academic articles or watch historical lectures from universities in the UK and the USA (Liu, Rathakrishnan, & Wang, 2023).

One of the most common methods is blended learning. History students can take one part of the course online: reading articles, completing interactive exercises aimed at mastering historical terminology, participating in forums discussing historical topics. In-depth study, role-playing activities, and presentations of historical research take place in the classrooms (Mafruudloh, Sholikhah, & Fitriati, 2023).

A modern method known as gamification is gaining increasing popularity nowadays. Gamification for history students can include English quizzes on historical facts, historical quests, role-playing games based on historical events, or conference simulations in English. This increases interest in learning the language through a professional context.

The implementation of these methods in the teaching English to history students has shown an increase in language confidence, the development of academic writing and oral skills. Students demonstrate greater interest in reading English-language scientific literature and participating in international conferences (Purnomo, 2018; Mafruudloh, Sholikhah, & Fitriati, 2023; Liu, Rathakrishnan, & Wang, 2023)

In conclusion, it should be noted that innovative ESP teaching methods are particularly effective in the humanities. They contribute to the development of interdisciplinary thinking, deepen the understanding of professional terminology in English, and prepare students for academic and scientific activity at the international level.

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USING ENGLISH MOVIES IN ENGLISH TEACHING

In recent years, multimedia resources have become valuable in language education. English movies, in particular, offer authentic speech, cultural context, and varied vocabulary, enhancing listening and comprehension. This method aligns with audiovisual materials' growing importance in teaching, helping learners with

vocabulary retention and overall language skills (Pujadas & Muñoz, 2019). With advancing technologies, media use expands, though it also brings ethical and practical challenges (Dwivedi et al., 2023). This paper examines the benefits and pedagogical implications of using English movies in ESL instruction.

Movies in Language Learning

Movies provide authentic input and cultural immersion, promoting linguistic and intercultural competence. Learners find films effective for developing speaking, listening, and reading while gaining cultural awareness (Yaacob et al., 2021). Technological platforms like the metaverse support integrating films into instruction, enabling blended, personalized education (Zhang et al., 2022). Thus, movies bridge traditional and modern language teaching methods.

Benefits in the Classroom

English movies enhance language proficiency and make learning engaging. They expose learners to real-world dialogue and cultural contexts, improving pragmatic competence, especially in listening. Students better understand implied meanings and conversational norms (Damaiyanti, 2016). Films help align instruction with real-life communication needs (Puspitasari, 2013), making them a valuable teaching aid.

Listening and Comprehension

Movies improve students' listening by exposing them to authentic speech and varied accents, which is vital for real-life understanding (Damaiyanti, 2016). Using short video clips helps learners grasp implied meanings. However, challenges like unfamiliar vocabulary and fast speech must be addressed. Research shows that while students value movie-based lessons, they need structured support to overcome these barriers (Dan et al., 2024).

Visual and Contextual Learning

Movies help learners understand idiomatic expressions and cultural nuances. Realistic dialogues and accents improve listening and speaking. Despite challenges like cultural gaps and complex cues, well-selected materials with guidance support autonomous learning and sustain motivation. Visual media also cater to diverse

learning styles and promote deeper cognitive processing (Saraswati, 2024; Dan et al., 2024).

Cultural Understanding and Vocabulary

Movies immerse students in authentic language, idioms, and slang, broadening vocabulary and cultural competence. They also offer insights into values and social behaviors. AI tools can enhance this learning by explaining context and promoting critical reflection—highlighting the role of ethical use in education (Dwivedi et al., 2023; Gill & Kaur, 2023).

Conclusion

English movies provide authentic, engaging, and effective language instruction. They enhance student motivation and comprehension of cultural and pragmatic cues, often overlooked by traditional methods. Films have been shown to improve participation, especially in online learning (Aisy et al., 2025). Students' positive views on using movies for learning reinforce their value in English education (Zakariya & Ali, 2025).

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MASTERPIECES IN MOTION: USING FAMOUS ARTWORKS TO DEVELOP SPONTANEOUS SPEAKING SKILLS AND CULTURAL CONTEXT

In the landscape of language acquisition, developing spontaneous speaking skills remains one of the most challenging aspects for both educators and learners alike. As noted by O. Vasylieva, traditional approaches often fail to create authentic opportunities for unrehearsed speech production that mirrors real-world communication. In this case, visual art, particularly famous artworks recognizable across cultural boundaries, represents an untapped reservoir of pedagogical potential. These masterpieces offer what J. Cummins calls "context-embedded communication opportunities" – situations where rich visual cues, historical context, and emotional resonance support linguistic meaning.

Famous artworks provide not merely aesthetic appreciation but serve as cultural touchstones that facilitate meaningful conversation. According to S. Thornbury, these visual stimuli simultaneously activate multiple cognitive pathways, encouraging learners to access vocabulary, grammatical structures, cultural knowledge, and personal reactions simultaneously – mirroring the complex process of spontaneous speech. The integration of famous artworks into language classrooms provides fertile ground for developing spontaneous speaking skills while building cultural awareness. The following strategies, informed by both research and

classroom experience, offer practical approaches for educators seeking to harness the power of art in language instruction.

Based on our experience, language educators seeking to develop spontaneous speaking skills can implement several hands-on activities that use famous artworks as catalysts for authentic communication. These strategies create meaningful contexts where learners engage with rich cultural material while simultaneously practicing unrehearsed speech production in natural settings.

The first activity is – The Gallery Walk, which transforms classrooms into interactive museum spaces where students engage with multiple artworks through guided speaking activities. This approach creates a dynamic learning environment that promotes movement, interaction, and authentic communication.

In this activity, 5-8 diverse artworks are displayed around the classroom, with speaking prompts at each "exhibit." Students rotate through the gallery in pairs or small groups, engaging in conversation at each station. Timed rotations (3-5 minutes per artwork) encourage spontaneous responses. The session concludes with a whole-class discussion about patterns, connections, or contrasts observed across the artworks. This movement-based activity significantly increases speaking time for each student while reducing performance anxiety, as attention is distributed across multiple speakers simultaneously.

The second activity is – The Inner Monologue. It invites students to verbalize the thoughts, feelings, and perspectives of individuals depicted in portrait artworks. This approach develops empathetic thinking while encouraging spontaneous first-person speech production. The activity uses portrait artworks from diverse cultural contexts and historical periods. Students receive biographical and historical context about the subject, then participate in a visualization exercise where they “become” the person in the portrait. They consider the person's thoughts, worldview, emotional state, etc. After a brief reflection period, students deliver an uninterrupted inner monologue in first person, followed by questions from peers who interview the “character” about their life and perspectives.

These activities create ideal conditions for spontaneous speaking by providing visual support, cultural content, and emotional engagement that generates communication.

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FROM CONCEPT TO PROPOSAL: METHODOLOGICAL APPROACHES TO PROJECT IDEA SELECTION AND FORMULATION

In the context of the highly competitive environment of grant funding and research initiatives, the ability to select and formulate a compelling project idea is critical to success. The study explores methodological approaches that guide the transition from a general concept to a well-structured project proposal.

Following the selection of a project idea and its preliminary assessment for relevance and feasibility, the subsequent step involves the structuring of the idea into a clear, logical and persuasive proposal (Jaleniauskiene & Venckienė, 2025). This critical phase requires the selection of appropriate methodologies to frame the problem accurately, define concrete objectives, plan specific activities, and align the expected outcomes with the available resources. It identifies challenges and the scaffolding techniques used to support students (Padmadewi et al., 2023).

The Logical Framework Approach (LFA) is one of the most widely used tools in the field of international project development. It provides a clear and systematic structure for defining key components of a project, including the overall goal, specific objectives, expected results, planned activities, assumptions and risks, as well as indicators and means of verification.

For instance, in a project focused on European technical communication, the LFA can help differentiate between the long-term goal (e.g. improving cross-border collaboration) and the immediate outputs (e.g. developing multilingual technical writing guidelines). This clarity helps stakeholders understand both the strategic vision and the tangible deliverables of the project.

The Theory of Change (ToC) is a strategic planning methodology that focuses on illustrating the pathway from a project's initial activities to its ultimate long-term impact. The framework delineates the assumptions, external factors and conditions that must be in place for the project to succeed. The following core elements of the ToC are of particular significance: firstly, the identification of the intended long-term change; secondly, the definition of the necessary intermediate and short-term outcomes by working backwards; and thirdly, the planning of specific activities and outputs that will lead to those outcomes.

To illustrate this point, consider a project that aims to enhance intercultural technical communication. In such a scenario, a ToC framework could be utilized to demonstrate how the implementation of standardized training programmes fosters mutual understanding among multilingual engineering teams. This enhanced communication has the potential to result in a reduction of inaccuracies in international manufacturing contexts, thereby underscoring a discernible correlation between particular activities and their comprehensive impact.

Problem and Objective Trees are valuable visual tools that are utilized in the early stages of project design to analyze and structure complex issues. The Problem Tree methodology is a structured approach that facilitates the identification and organization of the central problem, its underlying causes and its effects. Upon completion of the Problem Tree, its conversion into an Objective Tree becomes

possible. This approach has been demonstrated to be particularly effective in fostering dialogue among stakeholders and in building consensus on the aims of the project and its perceived significance.

In a project dealing with technical communication challenges, if inconsistent terminology is identified as a key problem, the Problem Tree would outline its causes (e.g. lack of standardization, language barriers) and effects (e.g. miscommunication, reduced efficiency). The corresponding Objective Tree would then propose solutions such as the creation of harmonized multilingual glossaries, thereby transforming the problem into a concrete and actionable goal.

The Work Breakdown Structure (WBS) is a pivotal project management technique that involves dividing a project into smaller, more manageable sections or work packages. WBS plays a fundamental role in several key areas: it aids in accurately estimating the resources and time needed for each part of the project, assigns clear responsibilities to team members, defines specific deliverables to be produced, and assists in creating detailed project timelines and budgets. By organising the project in this way, WBS ensures that no important component is overlooked, providing a solid foundation for planning and controlling the project.

Thus, each of these methodologies offers distinct advantages, and their combined use often yields the most coherent proposals. For instance, a team may initiate its work with a Problem Tree to facilitate clarity of focus, employ the LFA to ensure structured planning, utilise the ToC to articulate long-term change, and finalise details using a WBS. The selected methodology should match the project's complexity, scope and context. Most importantly, it must help communicate the project's value and feasibility in a way that meets the expectations of evaluators and funding bodies.

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TEACHING WITH HOPE AND STRENGTH: TRAUMA-SENSITIVE PEDAGOGY FOR A WORLD IN CRISIS

In the face of global conflicts and humanitarian crises, educators are called not only to teach languages, but to offer connection, mutual understanding, trust, safety, and hope. This research explores trauma-sensitive teaching in a time of war, focusing on the preparation of future teachers of English as a foreign language.

War does not stop at the classroom door. When trauma enters the classroom, it often does so quietly: through absenteeism, declining performance, increased worry, or sudden behavioral shifts. Whether students are directly exposed to conflict or indirectly affected through media and displacement, trauma manifests in visible and invisible ways – the state of their health: head, stomach aches; the state of their minds and souls: emotional withdrawal, difficulty concentrating, or communicating. There are more than one student in a class and everyone has a personal trauma and individual reaction to it. How can a teacher fulfill the aims of the class if students suffer experiencing different traumas? The first step, definitely, is to become aware that everyone in a class need support. Effective language teaching in such environments requires an understanding of trauma's impact on the brain, mind, behavior, learning and teaching.

Neuroscientific frameworks explains how the brain's "downstairs" (survival) system dominates the "upstairs" (cognitive and emotional regulation) functions during stress (Siegel & Payne 2011, p. 58). It also highlights the common fight,

flight, and freeze responses that teachers may observe in learners. When a person experiences chronic stress or trauma, the brain activates survival responses:

Fight – they might lash out or argue.

Flight – they avoid, shut down, or skip class.

Freeze – they freeze in place, unable to respond to even simple questions (Siegel & Payne 2011, p. 167).

Equipping future teachers with emotional intelligence is essential. Emotional literacy enables teachers to identify trauma signs, foster regulation, and build safe relational spaces in the classroom. But meaningful learning – language acquisition, critical thinking, problem-solving – requires the "upstairs brain". This part helps us reflect, regulate emotions, and empathize.

Here's the challenge: When a student feels unsafe, the upstairs brain goes offline. And this isn't a character flaw. It's biology.

Further, the role of hormones such as cortisol and oxytocin is considered, with actionable strategies to reduce stress and promote safety in learning environments. These include maintaining consistent routines, offering autonomy, integrating mindfulness, and using emotionally validating language.

Among practical trauma-sensitive actions could be:

Regularly checking in on students' emotional states;

Creating predictable classroom structures;

Teaching emotional vocabulary alongside linguistic content;

Engaging local community resources when deeper intervention is needed.

Moreover, the most important protective factor for a traumatized personality is a stable, supportive adult – and that teachers can be that anchor. By training future educators to be emotionally tuned and trauma-aware, we rise together not only as teachers, but as healers.

This topic aligns with the spirit of the conference theme *"Rising Together – Teaching with Hope and Strength"* by promoting a vision of language education that is both academically robust and emotionally responsive. In a world shaped by crisis, we must prepare teachers who not only instruct, but give care, support, and hope.

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FEATURES OF TEACHING ENGLISH TO STUDENTS OF ECONOMIC SPECIALTIES

In today's globalized world, proficiency in English has become a necessary condition for professional self-realization, particularly in the field of economics. For economic specialists, English is not only a means of interpersonal communication, but also an important tool for accessing international markets, professional literature, participation in conferences, negotiations, and business correspondence. In this regard, the issue of methods of teaching English to students of economic specialties is becoming particularly relevant.

The features of teaching English to students of economic specialties can be determined through several key aspects:

1. Professional orientation of the educational process

The main goal of teaching English to students of economics is to develop professional communicative competence in a foreign language. This means that students must master not only commonly used vocabulary, but also specialized terms, phrases, and stylistics inherent in economic discourse.

2. Involving authentic materials

Authentic texts and resources play a crucial role in vocational language learning. These can include: articles from international economic publications (The Economist, Financial Times, Forbes, Bloomberg); video analysis of market trends and financial news; fragments of reports of transnational companies or banks; interviews with leading economists.

Such materials allow: develop linguistic inference and reading comprehension skills, adapt students to real economic discourse, and introduce them to modern trends and realities of the global market.

3. Integration of language and professional training

Effective teaching of English is impossible without close cooperation with teachers of economic disciplines. It is recommended to use cross-curricular integration, which involves completing tasks based on knowledge of specialized subjects. For example: preparation of an analytical report in English, creation of a SWOT analysis of the company, role-playing game "international negotiations", presentation of an investment project. This approach contributes to the formation of not only linguistic, but also critical, logical, presentational, and analytical competencies.

4. Use of modern information and communication technologies (ICT)

ICT makes learning more flexible, personalized and interesting. It is advisable to use: interactive platforms (Quizlet, Kahoot, Wordwall), economic simulations and online cases (MarketPlace Simulation, StratX), services for creating video presentations and pitches (Canva, Prezi, Powtoon), online business English courses (Coursera, EdX, FutureLearn). This approach is especially important in blended and distance learning formats, as well as for developing students' digital literacy.

5. Intercultural component in training

Since economic activity in the modern world is carried out in a multicultural environment, special attention should be paid to the development of intercultural communicative competence.

This includes: knowledge of the peculiarities of business etiquette in different countries, studying cultural differences in negotiations, presentations, decision-making, tolerant attitude towards representatives of other cultures. English lessons may include cases of intercultural misunderstanding, tasks for adapting presentations for a foreign audience, and studying the corporate culture of multinational companies.

Therefore, teaching English to students of economic profile should be built taking into account the needs of future professional activity, using a professionally

oriented approach, using authentic sources and modern digital technologies. A comprehensive combination of language and professional training allows not only to effectively master a foreign language, but also to form readiness for intercultural business communication.

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ENHANCING CAMBRIDGE EXAM READINESS IN YOUNG LEARNERS THROUGH TOPIC MAPS: A METACOGNITIVE APPROACH TO CAMBRIDGE B1 PREPARATION

This article explores the development of metacognitive skills in young learners preparing for the Cambridge B1 Speaking Test. The study focuses on methodologies employed at the Linguistic Center "Interclass" (Kryvyi Rih, Ukraine) that incorporate topic maps and structured speaking activities. The findings highlight how metacognitive strategies can enhance students' fluency, vocabulary, and exam confidence, underscoring the importance of structured, reflective learning approaches in English language education.

Metacognition, defined as the awareness and regulation of one's cognitive processes, plays a vital role in effective learning and performance (Veenman, Van Hout-Wolters, & Afflerbach, 2006). It encompasses two primary components:

Metacognitive Knowledge: Awareness of one's cognitive strategies (e.g., knowing the importance of planning speech before speaking).

Metacognitive Regulation: The ability to plan, monitor, and evaluate one's own performance.

Research indicates that young learners aged 8–10 years are capable of developing metacognitive skills, provided these skills are explicitly taught and modeled. At the Linguistic Center "Interclass," a structured program supports the gradual development of these abilities to enhance readiness for international English exams, notably the Cambridge B1 examination.

The development of metacognitive skills in young learners at "Interclass" relies on the following teaching methodologies:

Projective-recursive technology;

Use of pictograms for parts of speech;

Vocabulary categorization;

Sentence structuring;

Topic connection;

Thinking skills development.

These approaches are integrated into systematic preparation for the Cambridge B1 Speaking Test, targeting common challenges faced by young English learners.

Overview of Cambridge B1 Speaking Test Preparation

Participation in Cambridge Exams offers motivation and an international measure of language success for learners. **Speaking Test Part 1** focuses on personal introductions and answering questions about familiar topics within 2–3 minutes. Common topics include hobbies, family, school life, free time, holidays, and daily routines. Skills assessed include fluency, pronunciation, grammar, and vocabulary. However, several typical challenges are observed during preparation:

1. Lack of Vocabulary

Students often struggle to express ideas due to limited vocabulary, leading to short or repetitive answers. Solutions include thematic vocabulary teaching, the use of word maps, and vocabulary-building drills.

2. Difficulty Expanding Answers

Learners may provide minimal responses without sufficient elaboration. Training in expansion techniques (e.g., giving reasons, contrasts, and examples) helps extend responses naturally.

3. Over-Reliance on Memorized Answers

Memorization leads to unnatural speech and panic when encountering unexpected questions. Diverse practice sessions and paraphrasing strategies enhance adaptability.

4. Difficulty Using Grammar Accurately

Despite knowledge of grammar rules, students often struggle with correct spoken application. Targeted grammar instruction linked to speaking topics helps address this.

5. Balancing Simplicity and Complexity

Students either oversimplify or overcomplicate answers. Teaching structured, balanced responses using models like Point-Evidence-Example fosters clarity.

Topic Maps and Speaking Cards: Tools for Metacognitive Development

To systematically address these issues, two main tools are employed at "Interclass":

Interclass Topic Maps

Topic maps visually organize key vocabulary related to major themes (e.g., "Tourism" with subtopics like "Tours," "Reasons," and "Attractions"). Benefits include:

Activation of schema;

Structured idea organization;

Vocabulary expansion.

Speaking Cards

Speaking cards divide Speaking Part 1 topics into six thematic groups: Activities, Experiences, Places, People, Media, and Objects. Each card features:

A question;

A simple answer;

An extended answer;

Grammar prompts;

Linking words.

Examples of Grammar Prompts:

Present Perfect for experiences: *"I have been playing football for three years."*

Conditionals for plans: *"If I have free time next weekend, I will visit the museum."*

Comparatives for preferences: *"I prefer swimming to running because it's more relaxing."*

Use of Linking Words (e.g., *because, however, also*) improves the cohesion and logical flow of student speech.

Through the integration of grammar prompts and linking words, students produce more fluent, coherent, and extended answers, gaining confidence and reducing exam-related anxiety.

In general, teaching activities conducted at the Linguistic Center "Interclass" demonstrate that explicit metacognitive training significantly enhances young learners' speaking performance. Students become more independent, reflective, and capable of managing their speaking tasks during exams.

The systematic use of topic maps and speaking cards results in:

Improved fluency and vocabulary use;

Greater grammatical accuracy;

Better logical structure in responses;

Increased confidence during the exam.

These findings align with existing research (Veenman et al., 2006) emphasizing the role of metacognitive awareness in young learners' academic success. The development of metacognitive skills through targeted instructional strategies is essential for successful Cambridge B1 exam preparation. By using tools like topic maps and speaking cards, educators can support young learners in becoming more autonomous, strategic, and confident speakers. These skills are not

only crucial for exam success but are also transferable to broader academic and personal communication contexts.

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AI IN TEACHING ENGLISH TO IT SPECIALISTS

Artificial Intelligence (AI) has been revolutionizing various fields of modern life, including education. Among its many applications, AI plays a crucial role in language learning, particularly in teaching English to IT specialists. As technology continues to advance, professionals in the IT sector must possess strong English language skills to be able to collaborate internationally, access technical resources, and engage with global trends. AI-powered tools offer innovative solutions that enhance the efficiency and effectiveness of English learning for IT specialists (Chang, 2024).

One of AI's most significant advantages in language education is its ability to adapt to individual learners' needs. Traditional methods often follow a rigid curriculum that may not cater to specific requirements. AI-driven platforms, however, analyze learners' strengths, weaknesses, and learning patterns to provide customized lesson plans. IT specialists, for example, may need to focus on technical vocabulary, documentation writing, or effective communication in programming teams. AI ensures that learners receive targeted lessons that improve their proficiency in these areas (Denny et.al., 2024).

AI introduces interactive learning experiences through chatbots, virtual tutors, and gamified applications. These tools help IT professionals practice real-life scenarios, such as writing code comments in English, participating in virtual discussions, or explaining technical concepts clearly. AI-powered language

platforms, like Duolingo and Babbel, integrate speech recognition technology to improve pronunciation and fluency. Moreover, AI-assisted virtual reality (VR) environments allow users to engage in immersive conversations, making language acquisition more natural and practical (Baker et al., 2019).

Unlike traditional learning methods that rely on human instructors for feedback, AI provides instant corrections and suggestions. Advanced Natural Language Processing (NLP) algorithms enable AI tools to evaluate grammar, sentence structure, and vocabulary usage. IT specialists can benefit from this immediate feedback to refine their technical writing skills and avoid miscommunication in professional contexts. Automated assessment tools also offer progress tracking, enabling learners to monitor their improvements and focus on weak areas (Gašević et al., 2023).

AI-driven language learning platforms offer wide accessibility and flexibility. IT specialists, often juggling tight work schedules, may struggle to attend conventional language courses. AI-powered apps and online platforms allow users to learn English at their own pace, anytime and anywhere. Additionally, AI can provide multilingual support, helping learners translate technical terminology and understand complex documentation without relying solely on human instructors.

While AI offers numerous benefits in teaching English to IT specialists, certain challenges remain. AI-generated content may sometimes lack contextual understanding or cultural nuances, leading to less effective communication. Furthermore, excessive reliance on AI tools might reduce human interaction, which is essential for mastering communicative skills. Ethical concerns, such as data privacy and bias in AI algorithms, also need to be addressed to ensure fair and reliable learning experiences.

Thus, AI has transformed the way IT specialists learn English, making the process more personalized, interactive, and efficient. With its ability to provide adaptive learning, real-time feedback, and flexible learning options, AI is a valuable asset in language education. However, to maximize its potential, learners should balance AI-driven approaches with human interaction and critical thinking. As AI

technology continues to evolve, its role in teaching English will expand further, influencing the future of language learning for IT professionals worldwide.

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TEACHERS' CHATGPT VS STUDENTS' CHATGPT: A CLASSROOM BATTLE OF WITS

We have entered the age of AI. It has become an integral part of our professional lives as educators. It is now everywhere, reshaping the way we teach and learn. For teachers, one thing is clear: we cannot ignore it. We must learn how to use it effectively, how to recognize its influence in student work, and how to integrate it meaningfully into classroom activities. As teachers, we are expected to stay one step ahead of our students – a task that is increasingly challenging in the age of AI.

We aim to share our own experience of teaching with the help of ChatGPT – how to reshape classroom activities, design teaching materials, and assign homework with the understanding that students can complete tasks in minutes using AI. Most importantly, we will explore how to turn ChatGPT from a potential foe into a valuable ally, showing that it is not something to fear, but a tool that can be truly helpful and reliable once you know "how to tame the dragon".

We admit that ChatGPT was a real breakthrough for us. Actually, it was love at first sight. It amazed us with its ability to create texts and tasks in no time –tireless, working non-stop, offering ideas, giving hints, and, more recently, finding various sources on the Internet. It became clear: we would never be the same. There is no way back. Life has changed.

However, it was not just love – there was also frustration, fear, doubts, and anger. Along with the realization that it was necessary to change our classroom activities, came the understanding that the way we check students' homework had to change too. A lot had to change.

Attending seminars, workshops, and reading works on the topic really helped calm our nerves and allowed us to start implementing new strategies in the classroom.

So, there is now a list of dos and don'ts we created and are implementing actively. Among DON'TS:

1. Absolutely NO essays for homework, absolutely NO grammar or vocabulary exercises, absolutely NO tests in Moodle, or anything else that can be done with the help of ChatGPT and presented as an individual student task.
2. Absolutely NO taking it for granted that the work is genuinely the student's own.
3. Absolutely NO checking or evaluating such tasks as if they were authentic.
4. Teachers should NOT be fooled by work that may have been generated by AI.

Among DOs:

1. Students are clearly informed that doing home assignments is essential for practising and developing necessary language skills. Their achievements will definitely be checked, evaluated, and assessed in class. To support this, we create short tests in Moodle, and students are supervised to ensure they don't use anything that's not allowed.

2. They are free to use any resources to prepare for essay writing, but essays are written only in class.

3. They are allowed to use any AI tools to create their presentations, but they must speak using their own words.

4. They can consult AI and use it for research, but they must demonstrate that they are familiar with the sources.

5. Students are encouraged to explore new ways of using AI at home and to demonstrate the knowledge they have acquired in class.

In conclusion, we view it primarily not as a battle or competition, but as a 'win-win' solution from which both sides can benefit.

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THE DISTRIBUTIVE ASPECT IN CONTEMPORARY ENGLISH

Within the framework of the category of quantitative qualification of action, the **distributive aspect** occupies a distinct and significant position and has been in the focus of attention of such linguists as L. Brinton (1998), B. Levin (1993), R. van Valin (2006), and others. This is due to the fact that multiplicative and iterative aspects can be realized through the subject of the action alone, whereas distributivity necessitates the simultaneous presence of both a **subject** and an **object actant**.

Although the English language lacks dedicated grammatical markers for expressing distributive meaning, it can still be conveyed through syntactic and lexical means. In particular, utterances that feature differentiated plurality of subjects or objects, often marked by plural nouns or constructions such as *each of them*, *every person*, enable the representation of distributive semantics. Additionally, adverbials such as *one by one*, *in turn*, *one after another* function to signal sequential division of actions in space or time.

Distributivity is realized through verb forms that bear imperfective or perfective aspectual meanings. The imperfective aspect is commonly expressed through progressive constructions, e.g.: *Rosabel **was taking** one by one the pins out of her hat* (K. Mansfield). Perfective aspect, on the other hand, is realized through simple or perfect forms, for example: *He carried six empty bottles and **dropped** them one by one into the deep blue canal waters* (R. Bradbury).

Instantaneous verbs can also express distributive meaning, especially in imperfective forms, without requiring explicit adverbial markers like *one by one*. In the case of intransitive verbs, the meaning of subjective distributivity arises from the plurality of the subjects. Conversely, object distributivity is realized with instantaneous transitive verbs when the object is plural. For instance: *Slowly, inch by inch, he **pushed** his way through the weeds* (J. Grisham). Here, the verb *push* denotes

a series of micro-events, and the adverbial *inch by inch* emphasizes the fragmented nature of the movement, pointing to the discrete parts of the cumulative spatial actant (*way*), indicating a conditionally discontinuous action.

Subject and object distributivity may be illustrated in the following examples: *Some of the more skittish horses* ***kicked*** *at their stalls and laid back their ears as they entered* (G.Martin); *When at last the sun was low in the sky, Khal Drogo* ***clapped*** *his hands together, and the drums and the shouting and feasting came to a sudden halt* (G. Martin).

Directional movement may also reflect distributivity, particularly through the use of phrasal patterns such as *from ... to ...*, as in: *As though he expected her to understand his intentions, Manfred* ***stalked*** *silently from room to room, throwing open doors and then moving on to the next room, until at last he stood at the foot of the stairs* (D. Steel). In such cases, the repetitive nature of the action corresponds to the number of spatial points traversed, making the movement inherently distributive.

So, we may conclude that the quantitative semantics of distributivity are intimately tied to the quantitative features of the subject, object, or spatial actant. Given that these elements are discrete by nature, the corresponding verbal actions also tend to acquire a discrete character.

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LEARNING ENGLISH THROUGH THE CALLAN METHOD: A STRUCTURED AND ACCELERATED APPROACH

The Callan Method is a pedagogical system developed to facilitate rapid acquisition of English as a foreign language. The Method represents an efficient and results-oriented approach to English language learning for non-native speakers. With decades of application across diverse educational and corporate contexts – including by multinational corporations such as IBM, Fiat, and Olivetti – the Method has gained international recognition. Its widespread implementation in Asia, Europe, and Latin America underscores its global applicability.

Methodological Structure

The Method is designed to maximize student engagement and optimize instructional time. It comprises twelve structured stages, during which instructors ask students a series of questions to elicit spontaneous responses. This question–answer–repetition format enhances verbal fluency, reinforces vocabulary, and systematically builds grammatical knowledge. By emphasizing high-frequency lexical items and avoiding unnecessarily complex vocabulary, the Method ensures a solid foundational competence.

Pedagogical Effectiveness

The Callan Method caters primarily to learners seeking practical language proficiency for professional or everyday use. Empirical data and comparative studies have demonstrated that students enrolled in Callan Method programs progress up to four times faster than those in traditional language schools. The Method's success is attributable to its methodical approach, immersive pacing, and continuous revision, all of which enhance retention and accuracy.

Reliability and Structure

Unlike other instructional systems that often fail to meet their claims, the Callan Method is supported by substantial evidence of its effectiveness. Educational

psychologists have endorsed the core pedagogical practices of structured questioning, immediate correction, and repetition. The scripted nature of lessons provides consistency and clarity, particularly beneficial for novice learners and instructors. The Method also alleviates the burden of lesson planning, offering a dependable framework for both teaching and learning.

Inclusivity and Accessibility

The Callan Method is designed to accommodate learners of varying ages and abilities. Upon completing the twelve stages, students acquire mastery of approximately 5,621 core English words, equipping them for the Cambridge First Certificate in English (FCE) examination. Its focus on essential grammar and vocabulary renders it suitable for academic, professional, and personal purposes.

Innovative Developments: The "Teach-Each-Other" Model

In response to global demand from individuals unable to access formal instruction, the Callan Method Organization has introduced a digital variant of the Method titled "Teach-Each-Other". Leveraging online platforms, this initiative allows learners to collaborate and teach one another using the structured Callan framework, thus broadening access to effective English language instruction.

The Callan Method offers a systematic, empirically supported, and engaging approach to English language acquisition. Its adaptability, efficiency, and proven outcomes position it as a valuable resource for language learners worldwide.

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THE BENEFITS OF GAMIFICATION IN LANGUAGE LEARNING PROCESS

Learning a new language can often feel like a challenging task, filled with unfamiliar grammar rules, extensive vocabulary lists, and the daunting prospect of real-world application. However, what if this process (learning process) could be transformed into an engaging and even enjoyable adventure? Gamification helps a lot with this task. Gamification in language learning is the integration of game design elements to enhance the engagement, motivation and efficacy of the language acquisition process. The integration of points, badges, leaderboards, challenges, and narratives is a key aspect of gamification, which has the potential to transform learning from a potentially tedious task into an enjoyable and rewarding experience.

Let's consider the key benefits of gamification:

1. Enhanced Motivation and Engagement:

Gamification introduces an element of playfulness, making learning feel less like a chore and more like a game. This can significantly reduce the perceived difficulty of language acquisition and foster a more positive attitude towards learning. Game elements like badges, points and leaderboards provide extrinsic rewards and a sense of accomplishment, driving learners to continue their efforts. The interactive and challenging nature of gamified activities encourages active participation and involvement in the learning process, leading to more consistent practice.

2. Improved Learning Outcomes:

Language learning games often simulate real-life scenarios, requiring learners to actively apply their language skills in practical contexts, such as making decisions, solving problems, and communicating. Many gamified platforms provide instant feedback on learners' performance, allowing them to quickly identify and correct mistakes. This immediate reinforcement accelerates the learning process and builds

confidence. Well-designed gamified tools can adapt to individual learners' skill levels and learning styles, providing tailored content and challenges that keep them engaged and progressing at their own pace. The enjoyable and interactive nature of gamified learning can lead to improved memory and retention of vocabulary, grammar rules, and other language elements.

3. Reduced Anxiety and Increased Confidence:

The playful and low-stakes environment of games can reduce the fear of making mistakes, a common barrier in language learning. This allows learners to experiment more freely and practice without the pressure of formal assessment. As learners progress through game levels, earn rewards and see their improvement, their confidence in using the new language grows.

4. Development of Valuable Skills:

Problem-Solving and Critical Thinking: Many language learning games incorporate challenges and puzzles that require learners to think critically and apply their language knowledge to find solutions.

Teamwork and Cooperation: Some gamified activities involve collaborative tasks, encouraging learners to work together, communicate in the target language, and learn from each other.

Autonomous Learning: Gamification can empower learners to take ownership of their learning by providing clear goals, progress tracking, and opportunities for self-assessment.

So, gamification isn't just about making language learning fun; it's about making it more effective and engaging. The interactive and often competitive nature of gamified learning environments boosts a more active and involved learning process, encouraging learners to spend more time practicing and reinforcing new vocabulary and grammar. Gamification transforms language learning from a passive reception of information into an active, rewarding, and ultimately more successful journey

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DEVELOPING PUBLIC SPEAKING SKILLS AT ENGLISH LESSONS

In today's globalized world, the ability to communicate clearly and confidently is a vital skill for learners of English. Public speaking enhances linguistic competence and boosts students' confidence, creativity, and critical thinking. The material is a guide for educators aiming to integrate public speaking training into English language lessons.

1. Crafting an Impactful Opening.

Any speech or presentation should begin with a strong, often theatrical, opening. This tactic captures immediate attention and sets the tone for what follows. Teachers are encouraged to train students to experiment with hooks such as rhetorical questions, surprising facts, or short performances to generate interest from the outset.

2. Storytelling as a Pedagogical Tool.

One of the core elements of public speaking is the power of storytelling. Personal anecdotes and relevant narratives enhance emotional engagement and help students make meaningful connections to the content. By incorporating stories, learners can make abstract ideas more relatable, strengthening comprehension and improving retention.

3. The Role of Visual Design.

Well-designed slides - simple, visually appealing, and free from clutter - support student speeches and clarify their messages. Teachers can train students in basic design principles, ensuring their visuals enhance rather than distract from their spoken words.

4. Strong Conclusions and Calls to Action.

A compelling conclusion leaves a lasting impression. Students learn to finish strong by summarizing key points, sharing a final thought, or issuing a call to action - encouraging audience reflection and response.

5. Nonverbal Communication.

An important aspect of public speaking that students often overlook is body language. Remembering consistent eye contact, confident posture, purposeful gestures, and varied vocal tone is necessary. These elements help convey sincerity, enthusiasm, and authority.

6. Preparation and Rehearsal.

Confidence in speaking stems from rigorous preparation. The material promotes a structured approach: understanding the audience, organizing content logically, and rehearsing repeatedly. Teachers are advised to provide time and space in class for peer reviews, feedback, and multiple practice rounds.

7. Managing Speaking Anxiety.

Practising mindfulness techniques and breathing exercises to calm nerves is also essential. Teachers play a vital role in creating a supportive classroom environment where students feel safe to make mistakes and grow.

The integration of public speaking into English lessons goes beyond language development. It fosters a range of 21st-century skills, including digital literacy (slide

creation), emotional intelligence (audience awareness), and adaptability (students learn to tailor messages for different contexts). Furthermore, teachers can use varied presentation frameworks – TED Talks, PechaKucha, and Ignite Talk – that can be adapted to classroom activities. These formats expose students to global communication standards and encourage them to explore their unique voice and presentation style.

Developing public speaking skills within English lessons is not only possible but essential. Through the deliberate use of storytelling, visual aids, structured preparation, and psychological support, learners can overcome anxiety, embrace creativity, and emerge as articulate presenters. Empowering students with these skills ensures they are learning a language and gaining the confidence to use it powerfully. Ultimately, the classroom becomes a stage – not for performance alone, but for authentic expression, intellectual growth, and meaningful connection.

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THE INFLUENCE OF THE LEAD-IN ON THE FOLLOW-UP STAGE IN ENGLISH LANGUAGE TEACHING

According to Dörnyei & Scott (1995), lead-in is the most important and pivotal happening, because it awakens "factors in the minds of the learners" through activating prior knowledge, establishing a meaningful context, providing a context in which language is used, and arousing the students' interest in the topic. Not just a warm-up. The lead-in plays an essential role in shaping learners' strategies when interacting with the material and responding to post-reading tasks. When two student

groups work on the exact core text with different lead-ins, what they do with the text regarding comprehension, feelings, and language output can look very different. This difference shows how the lead-in can influence cognitive and emotional processing and is, in the end, also reflected in the effect of learning. A well-crafted lead-in does not simply present the topic; it also activates thinking and motivation, encouraging the learner to approach the content with increased attention and a sense of purpose.

According to schema theory, understanding is enhanced when the new material is integrated with the available knowledge structures. Such lead-ins that trigger these cognitive structures, such as through personal questions, videos, images, or discussion items, allow students to relate content to their experiences. For instance, an emotionally resonating video introduction may stimulate a subjective approach to a text. In contrast, a text-based, data-driven introduction may trigger learners to frame their understanding of a text analytically or systematically. Even with the same material, how you set it up with the lead-in can direct the path of interpretation your students take and the themes they use.

Besides framing interpretation, the lead-in frames how learners are to attend to the lesson's goals. Depending on the perspective by which a story is introduced, it can result in learning outcomes at the other end of the spectrum. If the lead-in is a moral problem, students may be sucked into discussion, ethical reasoning, or reflective writing. If the lead is on grammatical points, students can focus on music structure and form in the gap-fill activities. A poor fit between the lead-in and the lesson's objectives can confuse or alienate learners, so an introduction that fits with the task design is key to coherence and effectiveness.

Engagement and motivation are also strongly related to the quality of the lead-in. Active participation and better memory retention occur when learners are engaged and find the lesson interesting. Good lead-ins are often multimedia-rich, involve real life or authentic materials to connect learners personally to the topic. If students feel emotionally invested or intellectually engaged, it is more likely that they will be willing to participate in activities in a meaningful way. It has also been suggested that

a lead-in topic, which seems unconnected or too abstract, may result in shallow learning and passivity.

Lastly, lead-in factors are also shown to influence the kind of language learners produce. A story- or emotion-based introduction may lead to narratives, descriptive language, and idiomatic language. On the other hand, a factual or academic lead-in is more likely to give rise to formality of lexis, ordering of argument, and grammatical accuracy. The register and the functions that emerge in student output are frequently predicated on how the topic has been presented. So if the ideal goal is communicative fluency and unrehearsed performance, the lead-in should encourage open, reflective discussion. If the emphasis is on accuracy, the lead-in would steer learners toward more focused and monitored language production.

To sum up, the lead-in is not just a warm-up or an introductory task but also a part of educational strategy that shapes learners' attitude to what they will work upon, thus determining how they understand, comprehend, and react to the matter of instruction. It sets expectations, primes relevant knowledge, and primes attention towards particular cognitive and linguistic aims. With identical texts, different lead-ins can have a night-and-day effect. Teachers should create lead-ins pertinent to the lesson's purpose, intellectually engaging, and emotionally stimulating to make the follow-up meaningful and successful.

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PSYCHOLOGY OF FOREIGN LANGUAGE LEARNING

In modern conditions, the issue of learning a foreign language, especially English, is becoming more and more important. This language is an international language, acts as a leading means of intercultural and interlingual communication, serves as a means of constructing global identity and is the most studied foreign language in the world. It is not surprising that in such conditions, foreign languages are taught as a discipline at school, college, and university. Meanwhile it has been repeatedly noted that many people learn a foreign language, but only a few are truly fluent in it. There is no doubt that a modern specialist with a higher education, with any specialization (psychological, sociological, legal, engineering and pedagogical) should know a foreign language at the household level or at a higher. A key term in the intensive learning system is “activation” a process aimed at making a person active and stabilizing this state. In its original interpretation, the concept of “intensity” is seen as “tension,” namely, a state of activity at a particular moment in time. It should be understood as dynamism, active interaction of teachers and a group of students, students with each other, activation of cognitive processes, memory resources, imagination and attention.

Among the main psychological aspects of learning a foreign language, the most important are the following: 1) motivation and interest in language learning; 2) active work of memory and thinking; 3) ability to learn a language; 4) correlation of language and speech in learning; 5) language barrier.

Motivation is the dominant factor in language learning. For people who learn a foreign language, an important motivational factor is the demand for a specialist with knowledge of a foreign language in the labor market.

The fact is that in times of crisis, fierce competition in the labor marketmakes basic knowledge of a foreign language no longer a competitive advantage for non-

linguistic specialists, but a gradually mandatory requirement. Indeed, in the context of economic globalization, there is an increase in trade and business contacts between countries. This leads to the dynamic development of international firms around the world, they are actively developing their business, expanding, opening new divisions and representative offices, thus creating new jobs. Work in such firms is usually more promising for a specialist, both from a financial and career point of view, at the same time it also places more demands on language skills. Employee proficiency in a foreign language is an important factor for the economic competitiveness of an organization, i.e. it is part of its intellectual capital.

Despite the obviousness of the above arguments, many people, having started learning a language well, do not follow through with it. This requires certain volitional efforts that are usually not taken into account. Another feature of foreign language proficiency is that in everyday life, it does not seem necessary. Indeed, if all the information is used at the level of the state language, if you are in your native language environment and feel comfortable in it, then you need to make a strong effort to create an artificial foreign language environment for yourself. It should be noted that constant practice of language learning is the key to success. Even experts in the field of a foreign language admit that they feel somewhat insecure if they don't practice for a couple of months, like an athlete who has lost his or her form.

The use of language in the classroom should not be too far removed from real-life communicative situations of social interaction. Such language-to-speech learning is called communicative, i.e. it is based on communication. In such learning, language is not an end in itself, but acts as a means of receiving and transmitting information and thinking. In communicative learning of a foreign language, the object of formation is not only specific knowledge, skills and abilities, but also communicative competence, which allows a person to interact effectively in situations of language communication in a foreign language. It is interpreted by the Council of Europe as a unity consisting of several components or competencies. The communicative methodology is not without its drawbacks, the main of which are

the possibility of its realization only with a sufficiently large amount of language practice, that is, with frequent classes.

Language barriers are what most often prevent an adult from successfully mastering a foreign language, and they can be both internal and external. External barriers are objective, arise regardless of a person's desire, and are related to the conditions of language learning, and depend on the teacher who uses a particular methodology. Internal barriers are subjective and more difficult to overcome, as they are generated by the individual psychological characteristics of the student. The very first and main barrier that needs to be overcome when starting to learn foreign languages is to overcome the initial fear of such a seemingly difficult task. As a rule, such barriers arise in people who start learning a foreign language as adults. This fear may be associated, for example, with the possibility of failure and loss of self-belief. The main fear of speaking a foreign language for many people is still the fear of making a grammatical mistake. In this sense, it is necessary to move away from the grammar and translation system, where formal correctness rather than the communicative value of a phrase. To solve this problem, it is necessary that foreign language learning is based on communicative basis and focused on real everyday communication, which implies the exchange of not only information through language, but also emotions. This is quite difficult to implement in practice, since such communication implies relaxation and focus on the process itself, on enjoying it. In this regard, it is impossible to underestimate the importance of the psychological component in this educational process. A foreign language as an academic discipline is very specific, and with it that all sciences and all areas of human knowledge are connected, since without language there can be no knowledge. That is why there is a great influence of language learning on personal, intellectual and cultural development of a person, which once again emphasizes the important role of psychology in this process.

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ENGLISH SCIENTIFIC AND TECHNICAL LITERATURE (FEATURES OF TRANSLATION)

The specificity of the translation of terms that denote concepts of a foreign-language national terminological system is largely due to interlingual terminological interference. Due to the expansion of knowledge, the need for new definitions of already mastered concepts, as well as concepts of new branches of science and technology, is growing. Special attention deserves the translation of antonymic terms of different roots, formed by adding negative prefixes. Research by leading lexicologists from around the world has confirmed that sentences that differ significantly from each other in their syntactic forms can be synonymous. It may seem very strange that sentences that have different syntactic forms can be synonyms at all.

The English language contains a huge number of scientific and technical words, most of which are not terms of Anglo-Saxon origin. The words are chosen with great care to accurately convey the idea. However, it is worth noting that in scientific and technical literature there are also commonly used words. Commonly used words are words that can be found in any literature of a language. Thanks to the use of commonly used vocabulary in combination with specialized terms, scientific and technical literature becomes understandable to people of all professions. If we only assume what would happen if scientific and technical literature contained only terms of a narrow field, then the texts of this literature would be understandable only

to scientists and professors. Therefore, the answer to the question of why both specialized terms and commonly used words are combined in one sentence is obvious. Let's give an example, taking a small fragment of a scientific and technical text, using the textbook by V.I. Karaban: Large-scale structures of the universe did not become a preoccupation of cosmology until the mid-1980s. As you can see, this sentence contains a number of commonly used words: large-scale, become, the middle. So, technical translation is a type of translation that ensures understanding between people who speak “different languages”. We note that the translation methods most often used in scientific and technical texts of specific industries when translating into Ukrainian are: descriptive translation, tracing, transcoding (transliteration, transcription), and occasional abbreviations. Translation of scientific and technical terms occupies a special place in translation studies. A logical question may arise: “why does this type of translation occupy a special place in all of translation studies?” The fact is that the basis of technical texts is a formal-logical style, which is characterized by such features as: accuracy, unemotionality, impersonality.

Linguistics and technical sciences in their development process have merged as one whole. Thus, special attention has been paid to the translation of scientific and technical literature. This type of translation can be considered both from the perspective of translation studies and from the perspective of specialized scientific and technical fields. In scientific and technical literature, one can quite often come across “frequency” words. It is worth recalling that frequency words are words that have a huge number of dictionary equivalents and can be found in any translation (and on any topic).

The most common method of translating scientific and technical literature texts is translation at the level of words and phrases by finding dictionary equivalents, since terms form the common basis of all texts, and if an adequate dictionary equivalent of terms is found, it will be much easier to build a full-fledged translation at the level of the entire text.

When it comes to any translation, the question inevitably arises of what techniques the translator uses for its high-quality implementation. The first place is taken by the method of descriptive translation. Everyone is well aware of the fact that the English language itself is very “economical”, and its terms are compressed as much as possible. The Ukrainian language does not have such a property as “economy”, but it is still necessary to convey the meaning of the term. That is why the descriptive translation technique is most often used, since the source Ukrainian language often lacks any equivalents. The technique of tracing can also be noted, due to its frequency of use. The transcoding technique is also defined, which is very often used in scientific and technical literature. It is not surprising that this technique is also widely used. We have considered only the lexical features of scientific and technical literature texts. Of course, lexical features stand out much more than grammatical ones, but this does not mean at all that grammatical ones are also very important.

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THE ROLE OF MENTORSHIP IN TEACHING FOREIGN LANGUAGES

In today’s globilised world the role of foreign languages constantly increases. In contemporary education system, the role of a teacher is largely determined not only by the level of their subject matter expertise, but also by their ability to

continuously grow professionally despite the challenges of modern society. One of the most effective tools for supporting and developing teachers, including English language teachers, is mentoring, a form of professional interaction between an experienced teacher and a newcomer (or the one who wants to enhance their TFL expertise in some particular aspect).

Mentoring has a deep pedagogical and psychological basis. It ensures a continuous process of professional socialisation of young teachers, helps them adapt to the school environment, develop their teaching skills and form their own teaching style. In the field of English language teaching, where effective communication, intercultural competence and constant updating of methods are key, mentoring plays a particularly important role.

Mentoring is a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleague in order to become more efficient in the work and to contribute to the achievement of the goals of the institution in which he works. The ultimate goal of this process is professional development and career advancement (Hester & Setzer, 2013). The mentoring process is an integral part of every sphere of life and work. Through this process: the general and specific work competencies of the mentee are being promoted, emotional support is given and the knowledge, skills and experience of the mentor are transferred to the mentee, and this indirectly improves the quality of work in the institution itself.

Mentoring as a process has always existed in the sphere of education, regardless of the form in which it came through time (formal or informal). In the educational sphere, main participants in the mentoring process are the experienced teacher (teacher - mentor) and the beginner teacher – novice teacher, who mutually share knowledge, skills and experience. Essentially, this type of targeted interaction helps beginner teachers to become successful in their profession and to improve the results of their work in the long run (Ingersoll & Kralik, 2004).

Mentors not only provide methodological support, but also help young professionals understand the intricacies of language didactics, modern educational

technologies and teaching approaches. For example, a mentor can share effective strategies for teaching grammar or developing speaking skills, give feedback on a lesson or recommend resources for self-improvement.

Much attention is now being paid to formalised mentoring programmes in teacher training colleges and schools. Such programmes structure the mentoring process, define its goals, stages, and methods of evaluation and support. They also foster a trusting relationship between the mentor teacher and the young professional, which is critical for the development of professional confidence. The example of effective mentorship program is 'Pilot UKRAINE TESOL Mentorship Program', which is now underway and which has already proved to be an example of fruitful mentor/mentee cooperation.

Thus, mentoring is a powerful tool for supporting the professional development of English language teachers. Its effective implementation contributes to improving the quality of teaching, the professional development of teachers and, ultimately, to better educational outcomes for students.

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MEDIA LITERACY IN LEARNING ENGLISH: A KEY SKILL IN THE DIGITAL AGE

In the modern world, we are constantly surrounded by an overwhelming amount of information. With just a few clicks, we can access news, social media updates, podcasts, videos, and articles from around the globe. This content is widely available, spreads instantly, and can significantly influence the way we think, learn, and interact with the world. While many of these sources can be useful and educational, they can also contain misleading or manipulative content. That's why media literacy has become one of the most essential skills of the 21st century – especially for students, and particularly for those learning English as a second or foreign language.

So, what exactly is media literacy? It is the ability to access, analyze, evaluate, and create media in a variety of forms. For language learners, this means more than just understanding grammar or vocabulary – it's about learning to think critically about the information presented in English, recognizing bias, identifying trustworthy sources, and using content to build not only language proficiency but also global awareness.

Let's explore how media literacy directly supports English language learning and why it should be an essential part of any learner's journey.

1. A Critical Approach to English-Language Content. When language learners consume English-language media – such as news reports, blog posts, YouTube videos, or podcasts – they are not just exposed to the language itself. They also encounter ideas, values, opinions, and cultural perspectives. This encourages deeper comprehension and fosters important skills like critical thinking, argumentation, and reflection – all of which are highly valuable in academic and professional settings.

2. Learning Real English Through Authentic, Everyday Media. One of the most effective ways to improve language skills is through immersion in authentic content – that is, material created by and for native speakers. Watching TV shows, reading online news, following influencers on social media, or listening to interviews exposes learners to how English is really used in daily life. Unlike traditional textbooks, real media offers context-rich learning experiences. Learners see how grammar structures function in real conversations, how tone changes meaning, and how language adapts depending on situation and audience. This makes their learning more dynamic, engaging, and relevant.

3. Forming and Expressing Your Own Opinion in English. Media literacy teaches learners how to think independently and express their thoughts clearly. When you read an article or watch a documentary, it's natural to have a reaction – perhaps you agree, disagree, or have questions. Media literacy encourages learners to reflect on their opinions, back them up with evidence, and express them in English, either in writing or speech. Being able to form a well-structured argument or opinion in English is a crucial skill for students, professionals, and global citizens alike.

4. Enhancing Writing and Speaking Through Media Engagement. Another benefit of media literacy is the opportunity it provides to improve both writing and speaking skills. These creative and practical outlets encourage learners to use language actively, rather than just learning passively. They also help develop stylistic awareness – knowing when to be formal or informal, persuasive or descriptive, concise or elaborate.

5. Building Global Awareness and Cultural Understanding.

Consuming international media allows learners to gain insight into different cultures, social issues, and world events. This fosters a sense of global citizenship and cultural sensitivity – qualities that are increasingly important in today's interconnected world. Understanding how people from different countries think, communicate, and solve problems adds depth to language learning. It transforms English into not just a skill, but a bridge to new perspectives and opportunities.

To sum up, media literacy is far more than just a modern buzzword – it is a powerful tool for anyone learning English. By critically engaging with authentic media, learners develop not only stronger language skills, but also broader thinking, cultural awareness, and the confidence to navigate today's complex digital world.

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TEAMWORK DEVELOPMENT THROUGH CREATION A DIGITAL STORY

In today's interconnected world, proficiency in English and the ability to collaborate effectively are critical skills for future professionals, especially for law students who aspire to engage in international practice. One innovative method that fosters both language acquisition and teamwork is the creation of digital stories. This approach not only enhances English communication skills but also cultivates essential collaborative abilities.

Digital storytelling combines traditional storytelling techniques with digital tools such as video, audio, and graphic design. For law students, it offers an engaging platform to practice using complex legal vocabulary, construct coherent arguments,

and present ideas persuasively. It also taps into their creativity, encouraging a deeper understanding of legal concepts and their real-world implications.

When conducted as a group project, digital storytelling becomes a powerful exercise in teamwork. Students must work together to choose a topic, conduct legal research, script a narrative, and produce the final multimedia project. This process mirrors the collaborative work they will encounter in their legal careers, where drafting contracts, preparing cases, or negotiating settlements often involve multiple stakeholders.

Teamwork Development includes role allocation and responsibility sharing: at the outset, law students must divide tasks according to individual strengths and interests – a critical first step in effective teamwork. Some might take on legal research, others scriptwriting, voiceover recording, or editing. Negotiating roles teaches students how to assess skills, set expectations, and hold each other accountable – valuable skills for any legal team.

Effective communication is central to both legal practice and successful group work. Creating a digital story requires constant dialogue: discussing ideas, providing constructive feedback, and making collective decisions. Differences in opinion are inevitable, offering students a practical opportunity to practice conflict resolution strategies in English – such as negotiation, mediation, and consensus-building.

Law students typically face heavy academic workloads. Managing a group project alongside these demands reinforces the importance of time management. Planning meetings, setting deadlines, and integrating individual contributions into a coherent final product requires careful scheduling and flexibility, as would be expected in professional legal teams.

Throughout the storytelling project, students encounter various challenges – from technical glitches to narrative inconsistencies. Solving these issues collaboratively sharpens their critical thinking abilities, encouraging a problem-solving mindset crucial for legal practice.

By participating in the digital storytelling process, law students improve their fluency in English in a context that demands **precision, persuasion, and**

professionalism – three pillars of legal communication. Moreover, they gain practical experience in teamwork, a competency increasingly emphasized by employers in a globalized legal market.

Additionally, the final digital story can serve as a portfolio piece, demonstrating to potential employers the students' legal knowledge, English proficiency, and ability to collaborate creatively.

The topics for digital stories should be relevant current issues of legal system and reforms, current events, European integration, and global challenges. For example, the following topics can be chosen for digital stories: "Judicial Reform in Ukraine: Progress and Challenges", "Ukraine and the European Court of Human Rights", "The Legal Aspects of War Crimes: Ukraine's Fight for Justice", "The Association Agreement Between Ukraine and the EU: Legal Impact", "Starting a Business in Ukraine: Legal Steps", "Legal Protection of Cultural Heritage During Armed Conflict" etc.

Aiming to integrate digital storytelling into legal English curricula teaches can enhance the learning experience by defining both language and teamwork goals from the start; helping students identify roles based on their strengths while encouraging them to step out of their comfort zones; monitoring progress with periodic meetings to troubleshoot problems early.

Creating a digital story offers a dynamic, collaborative approach to learning English for law students. Beyond language acquisition, it serves as a practical platform for developing teamwork skills critical for success in the legal profession. As the legal industry continues to evolve, those who can communicate effectively, work collaboratively, and adapt creatively will stand out – and projects like digital storytelling offer a valuable foundation for these competencies.

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PART 2 – VOICES OF THE YOUTH

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FLEXIBLE WORKING HOURS AND ITS LEGAL REGULATION

In recent years, there has been a significant development of special working time arrangements in response to socio-economic changes, in particular the growth of small and medium-sized enterprises, as well as the impact of technological innovations that allow work to be organized without strict time and space restrictions. This contributes to an increase in the use of various working arrangements, including flexible working hours.

Under Part 3 of Article 60 of the Labour Code of Ukraine, flexible working hours are a form of labour organization that allows for the establishment of a different work schedule than that determined by the rules of the internal labor regulations, subject to the established daily, weekly or other standard working hours for a certain accounting period (week, month, quarter, year, etc.).

Flexible working hours are characterized by the following features:

- firstly, they may be implemented to regulate employees' working hours only if agreed upon by the employee and the employer. In this case, this agreement may arise both when a new employee is hired (in fact, the flexible working hours are agreed upon at the same time) and with an employee who already performs a labour function at a particular enterprise, institution or organization;

- secondly, flexible working hours imply self-regulation by the employee of the time of commencement and termination of his/her labour function;

- thirdly, the use of flexible working hours does not entail the expansion of economic and social guarantees for employees;

- fourthly, flexible working hours cannot be applied at continuously operating enterprises, institutions, organizations, multi-shift organization of work, as well as in other cases due to the specifics of the activity, when the performance of duties by the employee requires his/her presence during the hours of work clearly defined by the internal labour regulations or when such a regime is incompatible with the requirements for safe working conditions;

- fifthly, in case of violation by the employee of the established flexible working hours, he/she may be transferred to the general mode of work without complying with the requirement to notify the employee not later than two months in advance of a change in essential working conditions;

- sixthly, a mandatory condition for the use of flexible working hours is to ensure accurate accounting of the time worked, fulfillment of the established production task by each employee and effective control over the most complete and rational use of of working time (Гафич, 2023, с. 776-777).

In order to ensure accurate accounting of an employee's working time, the Methodological Recommendations on the Establishment of a Flexible Working Time Regime, approved by Order of the Ministry of Labour and Social Policy of Ukraine №359 dated 04.10.2006, provide the two following options: daily accounting of working time and summarized accounting of working time (Наказ Міністерства праці та соціальної політики України, 2006).

As defined in Part 4 of Article 60 of the Labour Code of Ukraine, flexible working hours include:

1) a fixed time during which an employee must be present at the workplace and perform his/her job duties. In this case, it is possible to divide the working day into parts;

2) variable time, during which the employee, at his/her own discretion, determines the periods of work within the established norm of working time;

3) break time for rest and meals.

Subject to the provisions of the Labour Code of Ukraine, the establishment of flexible working hours may be initiated:

1) at the request of an employee with acceptable time limits for the work schedule without complying with the requirements to notify the employee at least two months in advance of a change in the work schedule;

2) by the employer – in case of production necessity with the obligatory notification of the employee at least two months in advance of the change in the work schedule.

According to international experience, the trends of modern regulation of working time include a gradual reduction of its duration both through the adoption of laws and acts of collective bargaining, widespread use of summarized accounting and non-standard working time regimes. The norms of Ukrainian labour legislation and the norms of labour legislation of European countries coincide in some respects, but still need to be improved and changed (Левченко, 2015, с. 145).

In conclusion, flexible working hours are an effective tool for organizing labour, which helps to increase the productivity of employees due to the possibility of self-regulation of the work schedule, taking into account their physiological needs, which ultimately has a positive impact on the overall efficiency of the enterprise and its economic performance.

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LEGAL ISSUES OF ENFORCING TRADE SECRETS: PROSPECTS FOR IMPROVING IN UKRAINE

Problem Statement. Currently, Ukrainian legislation lacks a single regulatory legal act that comprehensively regulates relations in the field of trade secret protection. The relevant norms are contained in legal acts of different legal force and belong to different branches of law: civil, labor, criminal, etc. Such non-unified regulation leads to certain law enforcement problems, in particular, to gaps, contradictions and difficulties in the implementation and protection of trade secret rights.

Objectives. This research aims to analyze the current state of legal regulation regarding trade secret protection in Ukraine and to identify key shortcomings in enforcement mechanisms. The study seeks to explore how inconsistent legislative provisions impact the effective safeguarding of trade secrets and to determine possible ways of improvement. The ultimate objective is to develop proposals for legislative reform that would strengthen the protection of trade secrets in Ukraine in line with international legal standards.

Methods. Among the most essential methods used in this research are: analysis and synthesis, induction and deduction, theoretical generalization, scientific description, and the ascent from the abstract to the concrete. These methods help to clarify the legal nature and characteristics of trade secrets. Comparative analysis is

applied to examine Ukrainian legislation alongside the EU legislation. Special attention is given to identifying gaps, contradictions, and inconsistencies in national regulation and evaluating how international standards can improve legal protection in Ukraine.

Results. Firstly, it is vital to note that the legislation of Ukraine uses different terms to designate undisclosed commercial information. In particular, the Civil Code of Ukraine, the Criminal Code of Ukraine, and the Law of Ukraine «On Protection against Unfair Competition» use the term «trade secret» the normative interpretation of which is different. Therefore, it is important to ensure the unification of terminology in various regulatory legal acts, to determine the normative ratio of the categories «trade secret» and «undisclosed commercial information» The basis for such a ratio should be the provisions of Directive (EU) 2016/943 of the European Parliament and of the Council of 8 June 2016 on the protection of undisclosed know-how and business information (trade secrets) against their unlawful acquisition, use, and disclosure (European Union, 2016). Moreover, the provisions of EU Directive 2016/943 regarding cases of lawful acquisition, use and disclosure of a trade secret, cases of unlawful acquisition and use of a trade secret (Article 4 of the Directive), exceptions and limitations (Article 5 of the Directive) should be enshrined in national legislation, and provisions on the termination of trade secret rights should be regulated. The conclusion of NDA (non-disclosure agreement) agreements in Ukraine is relevant, as it allow businesses to establish clear contractual obligations regarding confidentiality, helping to prevent unauthorized disclosure of sensitive information. NDAs serve as a practical tool for securing legal protection and strengthening evidence in case of legal disputes. In the process of protecting trade secret rights, it is also quite difficult to prove the amount of damage caused as a result of the disclosure or use of a trade secret. A special law that would ensure the protection of intellectual property rights to a trade secret and determine the legal mechanism for the acquisition, use and termination of subjective rights to it is currently absent in Ukraine.

Conclusions. The lack of a unified legal act and the lack of harmonized terminology significantly hinder the protection of confidential business information. Adopting a comprehensive legal approach based on the EU law for strengthening this area of law. Legal reform in this direction is vital for fostering innovation, protecting business interests, and aligning with European integration goals.

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THE PROCEDURE FOR FILING AND RESOLVING APPLICATIONS FOR RECUSAL

The institute of recusal in the criminal proceedings of Ukraine is a guarantee of impartial, objective and fair justice. The recusal is an action of withdrawing from a legal case due to a potential conflict of interest or lack of impartiality. This action can be taken by a judge, juror, or other judicial official who recognizes that their involvement in the case could be biased or perceived as biased. During the research of the institute of recusal, the issue of the procedure for submitting and considering an application for withdrawal becomes important.

According to Part 3 of Article 80 of the Criminal Procedure Code of Ukraine (CPC), applications for recusal can be submitted both during the pre-trial investigation and during the trial. During the pre-trial investigation, the application shall be submitted immediately after establishing the grounds for such withdrawal. At the stage of judicial proceedings, an application for recusal is submitted before the

beginning of the trial, so as not to complicate the process. If, the grounds for recusal became known after the beginning of the trial, then the person who makes the withdrawal must notify the court during the trial of such grounds and the reasons for the late detection of such circumstances. The application for recusal will be granted if the applicant did not know and could not know about the grounds for recusal before the trial. It is worth noting that there is a single and very important requirement for recusal - it must be motivated. It means that it is necessary to point out the basis for recusal, as well as evidence of such a basis, in the application for recusal. If there is a situation of recusal of the judge who carries out judicial proceedings alone, it is considered by another judge of the same court. Such a judge is determined using the court's automated document management software.

There are the following stages of consideration of the withdrawal application. First of all, the court hears the explanations of the person to whom the challenge is filed. Further, the opinion of other participants in the criminal proceedings should be clarified. This helps to find out whether there are really grounds for withdrawing these persons and making the right decision. After that, the judge is removed to the deliberation room, where he makes a motivated decision. The decision can be of two types: on the satisfaction of recusal or on the refusal to satisfy recusal. If the application for recusal is considered by the court collectively, then this issue is resolved by a simple majority of votes. According to Article 375 of the CPC of Ukraine, a vote is held, from which none of the judges has the right to abstain. Also, any judge from the board can state in writing a separate opinion, which will be attached to the materials of the criminal proceedings. The decision must also be motivated. A decision is motivated if it contains appropriate and sufficient motives and grounds for its adoption. The next and final step – the ruling is immediately proclaimed in public.

To sum up, it can be said that the procedure for submitting and considering a motion for recusal is clearly defined by law: the application must be well-reasoned, and the grounds for recusal must be substantiated with relevant evidence. The decision on recusal is made after considering the explanations of the parties and must

be properly motivated. This approach strengthens trust in judicial decisions and ensures adherence to the principles of fair trial.

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DEVELOPING ENGLISH GRAMMAR SKILLS USING AUTHENTIC PRINTED MATERIALS

Nowadays, everyone thinks that mastering grammar is elementary, so they don't pay enough attention and time to it, even though it ensures correctness and accuracy of speech. Thinking back to my school days, I also thought that grammar was not something complicated, but my tutor told me about the nuances of it and I changed my mind. Perhaps the problem arises from the inability to find sources of information that are easy to understand and motivating. This can be easily solved. One of the ways to develop English grammar skills is to use authentic printed materials.

To begin with, authentic print materials are texts created by native speakers for native speakers that are not for educational purposes. They include newspapers, magazines, books, official documents, advertising materials and other printed texts. It is important to choose them responsibly, taking into account the level of language proficiency, and to select materials that meet the interests of the learners, distinguishing between different styles and genres. The use of such resources helps students to get acquainted with the real use of grammatical structures in the natural

environment and to enrich their vocabulary and learn the correct matching of vocabulary and grammar (Al-Musawi, 2023). It is worth holding various discussions and debates based on the texts, writing essays and compositions on the topics covered in the materials, identifying and correcting grammatical errors in articles or passages. First of all we need to highlight and explain grammatical rules and grammatical structures that appear in the texts (Martinez, 2019). From my experience, I can single out the following effective materials: Classic and modern novels, short stories, etc. This is a source not only for studying, but also for immersing yourself in the atmosphere of the book and reading your favourite works in the original. Articles on various topics from news websites, blogs and online magazines, which show the use of complex grammatical structures such as passive voice or conditional sentences in the context of news events (Lee, 2021). Newspapers and magazines (The New York Times, The Guardian) help students to see different grammatical structures in context and current events in the world (Johnson & White, 2020). Comic books is a modern approach, as they enhance comprehension through illustrations. Comics often use colloquial language, including idioms and phrasal verbs which facilitates learners to become familiar with the grammatical features of colloquial speech, which may differ from formal grammar. And they are suitable for all levels because they contain simple and short sentences (Brown & Smith, 2022).

In conclusion, authentic print materials help students naturally learn grammar rules and improve their language skills. Due to this approach, they don't just learn grammar rules, but also see how they work in real-life speech. This makes learning more fun, easier and closer to real-life communication.

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EXPROPRIATION OF A LAND PLOT FOR REASONS OF PUBLIC NECESSITY AS A GROUND FOR TERMINATION OF OWNERSHIP

The study of expropriation of land plots as one of the grounds for termination of property rights is more relevant than ever. Ensuring the inviolability of private property rights is one of the main guarantees directly enshrined in the Constitution of Ukraine. However, this right is limited, in particular, the state reserves a certain mechanism with a corresponding number of grounds that allow for the compulsory restriction of private ownership of land plots. The possibility of restricting private property stems from the constitutional provision, namely, "property binds." However, the use of such instruments of influence should not be subject to abuse by the state or officials for the purpose of redistribution of property. A considerable number of scientific works have been devoted to the study of the topic of expropriation of land plots for reasons of social necessity. In particular, this issue has been studied by such

scholars as A. Nakonechnyi, O. Ilnytskyi, N. Ilkiv, N. Miroshnychenko, Shaipov and others. Despite this, a number of aspects of this topic still remain controversial, which necessitates further research.

The study examined the legal nature and content of expropriation of land plots, analyzed the current legislation of Ukraine on this issue, and analyzed the court practice on disputes related to expropriation of land plots.

The issue of expropriation of land plots for reasons of public necessity is regulated by a number of legal acts, in particular, the Civil Code of Ukraine and the Land Code of Ukraine. The Law of Ukraine "On the Alienation of Privately Owned Land Plots and Other Real Estate Located Thereon for Public Needs or for Reasons of Public Importance" is a special law regulating the alienation of land plots for reasons of public importance. This law contains a clear definition of the term "expropriation of land plots". In particular, according to Part 1 of Article 1 of the Law, expropriation of land plots and other real estate located thereon for reasons of public necessity means transfer of ownership of land plots and other real estate located thereon owned by individuals or legal entities to the state or a territorial community for reasons of public necessity by a court decision.

The procedure for compulsory acquisition of land plots for reasons of public necessity is also regulated by the Law of Ukraine "On the Alienation of Land Plots and Other Real Estate Located Thereon, Owned by Individuals or Legal Entities, to the State or Territorial Community for Reasons of Public Necessity".

However, despite the number of scientific studies devoted to this topic, it requires further study and improvement, in particular, scholars believe that more attention should be paid to the issue of guarantees of protection for owners and users of land plots who have suffered damage, losses or other inconveniences in connection with the expropriation of land for public needs or for reasons of public necessity.

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DEVELOPING A WEBSITE AS A COLLABORATIVE EFL PROJECT: A STUDENTS' PERSPECTIVE

This paper shares our experience of working collaboratively on a website development project as part of our EFL (English as a Foreign Language) course. It describes the process of creating an English-language website, highlights the skills we developed during the project, and offers suggestions for improving such assignments in the future.

The project challenged us to use English actively, develop digital skills, and work as a team to produce a real product aimed at future students interested in our Faculty of Foreign Languages. Initially, we thought the website would be mainly for them, but later we realized that the project would be equally beneficial for us as

future teachers. Therefore, we added a section called *Tutor's Corner* to share interesting teaching strategies and resources. We also included a section about our student life, where visitors can see snapshots of our university memories.

Although, it was an exciting opportunity to develop new skills, working on this project also presented significant challenges, especially because we worked in a large group of ten students. From the beginning, we had to deal with different schedules, personalities, levels of motivation, and language skills. As a result, we quickly realized the important distinction between cooperation and collaboration. Cooperation often means dividing tasks and working separately, while true collaboration involves constant communication, negotiation, and joint decision-making (Kozar, 2010). Thus, we realized that our collaboration would require much more effort and patience as we needed to share our ideas, solve problems together, and respect differing opinions.

One of the difficulties we faced was maintaining equal participation and consistent motivation working in a large group of ten. Some members were more active, while others contributed less. True collaboration demands equal involvement and the integration of diverse perspectives into the final product (Kozar, 2010). Reflecting on the process, we believe the task would have been more effective if the group had been smaller – for example, a team of five highly motivated and engaged students. A smaller group would have made communication easier, decision-making faster, and the final product even more polished. Therefore, our suggestion for improving this project would be to allow students to form smaller, self-selected groups taking into account each student’s interest and motivation.

Despite the challenges, the project helped us develop many important skills. We improved our communication skills by learning to express ideas clearly, listen actively, and provide constructive feedback. We practiced negotiation, decision-making, and conflict resolution, all of which are crucial for success in professional environments (21st Century Competencies, n.d.). We also strengthened our critical thinking and creativity by finding solutions to problems, adapting our ideas, and thinking about the best ways to present information to our future audience.

Additionally, we developed valuable digital skills by using *WordPress* to create and organize a real website – practical skills that will definitely be useful in our future teaching careers. Another important skill we developed was teamwork in an online environment. Using group chats, shared documents, and virtual meetings gave us a real sense of how collaboration happens in today's globalized world (21st Century Competencies, n.d.).

In conclusion, working on the *EnglishAlley* website taught us much more than just how to create web pages. It helped us grow as future professionals by building essential 21st-century skills such as collaboration, communication, problem-solving, creativity, and digital literacy.

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DEVELOPING ENGLISH LISTENING SKILLS IN 8TH GRADE STUDENTS USING SOCIAL MEDIA

Listening plays a crucial role in language acquisition, as it helps students develop comprehension, pronunciation, and overall communication skills. However, 8th-grade students often struggle with listening due to unfamiliar accents, fast speech, and limited vocabulary. Overcoming these difficulties requires engaging and effective learning tools, and social media presents a promising solution.

Social media platforms offer a wide range of engaging and diverse content, providing students with exposure to authentic speech and various accents. Unlike traditional learning methods, social media allows students to interact with real-life language in a natural context. Platforms such as YouTube, TikTok, Instagram, and podcasts can be particularly effective in enhancing listening skills. YouTube provides educational videos, interviews, and discussions that help students improve comprehension. TikTok and Instagram offer short, dynamic videos featuring everyday language, making learning more accessible and entertaining. Podcasts and audiobooks provide structured listening materials, allowing students to practice listening in an organized way.

To maximize the benefits of social media for listening practice, students can use various strategies. Watching videos with and without subtitles improves comprehension by training the ear to recognize words and phrases. Engaging in interactive listening tasks, such as summarizing content or answering questions, helps reinforce understanding. Additionally, participating in comment sections and online discussions encourages active listening and interaction with native speakers.

The advantages of social media-based learning include increased motivation, as students find the content familiar and entertaining. Exposure to natural pronunciation, informal expressions, and cultural context enhances their listening skills in an authentic way. Moreover, social media offers flexibility and accessibility, allowing students to learn at their own pace and integrate English practice into their daily routines.

Despite these benefits, some challenges exist. Social media can be distracting, with unrelated content reducing learning efficiency. Additionally, selecting appropriate and educational content requires careful consideration, and teacher supervision may be necessary to ensure productive learning.

In conclusion, social media can serve as a valuable supplementary tool for developing listening skills in 8th-grade students. A structured approach, combined with well-chosen materials and effective strategies, can significantly enhance their learning experience and improve their overall English proficiency.

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LINGUISTIC ANALYSIS OF PSYCHOLOGICAL PROSE OF KATHERINE RUNDELL'S "THE EXPLORER"

Katherine Rundell's "The Explorer" is a contemporary children's novel that not only tells an adventure story but also delves deeply into the psychological aspects of its young protagonists. As the characters navigate their survival in the Amazon jungle, they undergo significant emotional and psychological growth. K. Rundell's ability to express psychological states through language makes this novel an excellent subject for a linguistic analysis of psychological prose elements. The purpose of this study is to explore how K. Rundell employs various linguistic strategies, such as metaphors, syntax, and dialogue, to convey the internal psychological journeys of her characters.

The Explorer incorporates numerous psychological elements to develop its characters. Rundell's protagonists experience fear, isolation, hope, and personal growth throughout their journey. Key linguistic features include:

- ***Metaphors and comparisons***:

The jungle, a central symbol in the novel, is often described with metaphors that reflect the characters' inner fears and desires. For example, the dense, unknown

landscape mirrors the emotional complexities the characters face. "*The jungle was a green sea, rippling with a thousand sounds*." The metaphor "*green sea*" transforms the jungle into something vast and uncontrollable. It conveys the overwhelming experience of the characters, especially the younger ones, as they enter an unknown, frightening environment. The metaphor also evokes a sense of being "lost at sea," which enhances the feeling of helplessness and isolation.

"*The snake was a thick, coiled rope, its eyes glittering like polished stones"*. The snake is compared to a "coiled rope", which invokes a sense of threat. It is not just a passive object, but an active presence, ready to strike. The metaphor of "*glittering like polished stones*" suggests the cold, emotionless nature of the snake, making it more menacing. Besides, the comparison to a rope gives the snake an element of unpredictability, creating a sense of danger. The glittering eyes suggest the threat is not just physical but psychological – something to be feared on an emotional level.

- ***Syntactic choices***:

"*The jungle was vast, too vast, stretching out endlessly*".

The repetition of "*vast"* emphasizes the overwhelming size and scope of the jungle, highlighting the characters' feelings of insignificance and vulnerability. The syntax – repeating the same word in quick succession – creates a rhythmic effect that mirrors the characters' anxious thoughts as well as their emotional response to the unfamiliar, dangerous environment. K. Rundell uses short, abrupt sentences to convey moments of tension and longer, reflective sentences when exploring emotional growth. These shifts in sentence structure reflect the emotional and psychological shifts within the characters.

''*We're going to be fine*'', said Fred. ''*We just need to keep calm*.'' *But his voice didn't sound calm*". In this extract, Fred makes a direct attempt to reassure, but it is immediately undercut by the narration, which reveals that Fred's voice betrays his fear. This contrast between what is said and how it is said reveals the emotional tension and the uncertainty of the situation.

The study demonstrates that K. Rundell's "The Explorer" effectively integrates psychological depth through linguistic choices. Metaphors are used to describe the jungle and other elements of the environment in ways that reflect the characters' inner emotional states, such as fear, awe, and confusion. The metaphors and comparisons often highlight the vastness and unpredictability of the world the characters are navigating, underscoring their vulnerability. Syntax in the novel mirrors the psychological state of the characters. Repetition and incomplete thoughts emphasize the disorientation, anxiety, and mental strain they experience in the face of danger.

The language of the novel effectively immerses the audience in the characters' journey of survival, growth, and self-discovery. Ultimately, the study will contribute to understanding the role of language in representing psychological complexity in children's literature.

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MODERN THEORIES OF THE STATE: THEORETICAL AND LEGAL ANALYSIS

Modern global society faces numerous challenges that require a reevaluation of traditional views on state organization. The formation of civil society and new types of social relations leads to the establishment of a new state and legal thinking. This approach is based not on class positions, but on the priority of universal values. The state can no longer remain strictly centralized or, conversely, remove itself from

addressing social issues. There is a need for updated concepts of the state that would meet the needs of society and be able to effectively respond to new challenges.

The aim of the research is to determine the key characteristics of leading modern state concepts and their influence on understanding the role and functions of the state in the modern world.

Any research is based on the use of different approaches that allow for a comprehensive understanding of a particular issue. One of the approaches used in the study of the chosen topic is classification, which is based on categorizing state concepts according to certain criteria such as ideology, functions, and form of government. Its advantage is to contribute to a better understanding of the essential characteristics and features of each concept, their systematization, and generalization.

On the other hand, using a historical approach allows us to trace how different concepts of the state emerged, developed, and changed under the influence of historical events, political, economic, and social factors. Equally important is the comparative legal approach, which enables the comparison of key concepts of states and the identification of common and distinctive features in their formation and development. Using of the above-mentioned approaches allows for making research on the main modern concepts of the state more comprehensive, thorough, and reliable.

The study found that legal doctrine distinguishes a number of different concepts of the State. Among the key ones, it is worth highlighting the following: the concept of the legal and social state, the welfare state, the nation state and pluralistic democracy. In contrast to others, these concepts are mostly based on the idea that the state's activities should be aimed at improving the lives of citizens, guaranteeing human dignity, ensuring equality and freedom. In particular, the rule-of-law state is considered to be a state of real existential human rights and freedoms, since in it rights and freedoms are the highest value of state policy, and their guarantee and protection are considered to be its main vocation. Today, the concept of the rule of law is one of the most widespread political and legal ideals. At the same time, the

welfare state embodies a special, socially oriented type of state with a high level of social protection of citizens and the establishment of the principle of social justice.

It should be underlined that none of the above concepts is universal and was formed under the influence of a number of factors. Moreover, modern conceptions of the state are not static. They are constantly evolving and changing under the influence of new challenges. However, despite the fact that each of these concepts has both strengths and weaknesses, they all have a right to exist.

Thus, societies at different stages of their formation choose unique ways of development, looking for the optimal model of state structure. Each of the concepts considered in this study offers its own approach to state governance and principles of organization of the political system of society. Given this, the analysis of the key concepts of the state allows for a deeper study of the legal nature of the state as a whole, its goals and functions in the modern world.

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EFFECTIVE STRATEGIES FOR TEACHING GRAMMAR IN SECONDARY SCHOOL

Grammar is an important part of language. And when learning English, it is one of the most important concepts. It helps you understand the structure of the language and how words and sentences function. Without it, it's impossible to speak or write properly, as well as to listen carefully and understand what you're reading. There are many difficulties in teaching grammar. It is especially difficult to explain grammar in secondary school, especially when it is the 5th and 6th grade. Because children are young enough to understand different concepts and tenses that are different from the Ukrainian language. Many students find grammar lessons challenging and boring, as well as too theoretical. The teacher is faced with the task of explaining the material in a way that will engage students and prove that it is not that hard. For this purpose, teachers need to use strategies that make teaching grammar more engaging, practical and relevant to students' everyday communication.

Learning strategies (LS) have been widely recognized as an extremely powerful learning tool since the 19th century (O'Malley & Chamot, 1990). In the past process of teaching and learning English, grammatical components were often learnt through memorizing concepts, repetition, systematic writing practice and even by using pictures. Scholars have emphasized that grammar should not be taught as a set of abstract rules. Long and Richard (1987, p. 279) has stated that grammar plays crucial role in speaking, reading, listening and writing skills. According to Taylor (2020), are an effective means of learning grammar as a first practical stage for learners.

Furthermore, recent research emphasises the importance of interactive, contextualised and differentiated learning to satisfy the variety of learners' needs and to make grammar more accessible and more interesting.

The most effective strategy is to use Interactive Grammar Games. Using games to teach grammar is a fun and effective way to engage secondary school students. Interactive games can be both digital and traditional, providing variety and fulfilling different learning preferences. For example, online quizzes or grammar apps can provide instant feedback, allowing students to see their progress and at the same time to consolidate grammar concepts. On the other hand, board or card games can create a more social atmosphere for learning and interaction. A good idea is to organize a grammar quiz. You need to divide the class into 2 or more teams. Each team should have the equal number of children. The tasks may include multiple choice, correct the sentence, fill in the gaps etc. The team with the most correct answers wins. Thus, the advantages of a quiz are the ability to work in a team, to make joint decisions and to respect each other. It also helps to remember the topic better because the lesson is not held in the traditional way. A quiz turns a regular theoretical lesson into a game. Also, it should be mentioned that children perceive information more easily in a game form. Another example is the debates. Debates are a fantastic way for 6th-grade students to practice grammar, improve their speaking skills, and develop critical thinking. Through debates, students can actively use grammar structures in context while expressing their opinions, listening to others, and learning to support their arguments with evidence. Through debates, students will see how grammar contributes to effective communication and can be used to express their point of view, to answer questions and to express themselves clearly and firmly. It will also teach them to respect each other's opinions.

For students in Grade 6, it is very important to make learning grammar interactive and fun. Grammar teaching based on tasks encourages students to apply grammar rules in real-life contexts, making learning more memorable. Interactive grammar games offer a fun way to practice and strengthen grammar skills. These strategies help build fundamental grammar knowledge while keeping students

engaged and motivated. By using these strategies in your lessons, you can create an environment where your students will enjoy learning grammar and develop their language skills in written and spoken form.

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INVESTIGATIVE EXPERIMENT AS AN OPEN INVESTIGATIVE (DETECTIVE) ACTION

Problem Statement. In the modern conditions of the development of legal consciousness in society, the problem of proving the guilt of a particular person is increasingly arising. Active opposition to pre-trial investigation, the multi-episode and complexity of criminal cases, the duration of criminal activity and the presence of numerous contradictions and significant disagreements – all this destabilizes and reduces the effectiveness of investigative (search) actions. As Francis Bacon noted: "knowledge is power, and power is knowledge" – it is the combination of science and practice that found its reflection in the investigative experiment. The uniqueness of this action lies in the possibility of empirical confirmation or refutation of certain facts, versions or testimonies, which is of extremely important importance for the formation of an evidentiary base in criminal proceedings.

Objectives. The purpose of this study is to define the concept of an investigative experiment, taking into account the most important features, summarize the grounds and conditions for its conduct; establish the procedural order of conducting an investigative experiment.

Methods. Several research methods have been used in the process of work. First, a theoretical study and research of the material has been conducted. Second, an analysis method has been used, with the help of which we developed a list of literature and basic theoretical information about the concept of an investigative experiment, its purpose and conditions of conduct; procedural features of the organization of an investigative experiment.

Results. Having achieved the objectives of the study, there are certain problems, namely: the lack of proper legal regulation creates a number of problems related to the organization of an investigative experiment (Басиста, Благута, Гловюк та ін., 2022). Because of this, the information obtained on the basis of this action is subsequently recognized as inadmissible.

In our opinion, it is advisable to develop a separate act (instruction) that would establish:

- specific requirements (quantitative and qualitative) for each stage of the investigative action;
- the role of each participant;
- the necessary behaviour in a particular situation etc.

In summary, the complexity of the experiment itself deters authorized persons from conducting it, resulting in the loss of an effective tool for forming an evidence base. At the same time, the problem lies in the implementation of the tasks of criminal proceedings.

Conclusions. An investigative experiment is a multifaceted investigative (detective) action that combines both procedural and scientific aspects. It is not a mistake to think that an investigative experiment, from an organizational point of view, is the most complex action in the entire system of investigative (detective) actions. For example, in comparison with interrogation, there is a need to involve a

large circle of participants to ensure its effectiveness (Балицький, 2015). Based on the research conducted, a definition of the concept of "investigative experiment" was established as an independent investigative (search) action, which is carried out in accordance with Article 240 of the Criminal Procedure Code of Ukraine, the purpose of which is to verify, clarify and evaluate information that is important for establishing the circumstances of a criminal offence, by conducting special research by an investigator, investigator or prosecutor (reproduction of actions, circumstances, circumstances of a certain event and other experiments and tests).

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ADVANTAGES AND DISADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN THE FORMATION OF LEXICAL COMPETENCE IN 5TH GRADE STUDENTS

The formation of English lexical competence is an essential stage in the process of learning the English language, especially for 5th-grade students. At this stage, students not only master basic words and expressions but also acquire the ability to use them in various contexts. Modern technologies, particularly artificial intelligence (AI), open up numerous new opportunities to enhance learning efficiency by providing an interactive approach to acquiring new vocabulary. However, the use of AI in the educational process has both advantages and disadvantages that affect the quality of learning.

One of the main advantages of using AI is the possibility to personalize the learning process. AI-based programs can automatically adjust the difficulty level of tasks, allowing students to develop their lexical competence according to their capabilities. For instance, applications such as Duolingo, Babbel, and Memrise adapt the learning process based on individual student progress, significantly increasing the effectiveness of mastering new material. Additionally, AI systems provide instant feedback, enabling students to quickly correct mistakes and improve their knowledge without waiting for teacher evaluation (Kemelbekova et al., 2024).

AI-based technologies enable the creation of interactive exercises that adapt to students' knowledge levels. Such systems can not only automatically identify knowledge gaps but also use gamification to stimulate interest in learning. This, in turn, enhances students' motivation to study foreign languages, especially at the stage of acquiring new vocabulary.

Another important advantage of AI is its ability to analyze individual learning gaps. Due to machine learning algorithms, artificial intelligence can identify which words and language structures cause the most difficulties and offer personalized tasks to reinforce them. This contributes to more effective vocabulary acquisition and minimizes the risk of "gaps" in students' knowledge (Bravo Palomares, 2024).

The integration of artificial intelligence into education is particularly important, especially through the use of multimedia resources that allow for the visualization of lexical units and the creation of context for their use in real-life situations. These technologies can be combined with individual tasks, enabling more effective reinforcement of learned material.

Interactivity in learning and student engagement in the process is a crucial aspect. Using game elements in educational platforms such as Kahoot, Quizlet, or ClassDojo helps make vocabulary learning more engaging and motivating. As a result, students complete tasks with enthusiasm rather than perceiving them as routine work, which contributes to better material retention. Moreover, AI application enhances pronunciation and listening skills. Voice assistants like Google Assistant or Siri can analyze students' pronunciation and provide recommendations for improvement. Additionally, the ability to practice vocabulary anytime and anywhere makes learning more flexible and accessible (Kemelbekova et al., 2024).

Artificial intelligence also fosters the development of autonomous learning skills. Students can independently monitor their progress, work at their own pace, and review material as many times as necessary for full comprehension. This cultivates responsibility for the learning process and improves self-control and self-organization skills.

AI has the potential to introduce new assessment methods that allow for a more detailed and personalized analysis of students' knowledge. Such systems can be used not only for testing but also to evaluate students' progress through various types of tasks covering all aspects of language competence.

However, alongside the advantages of AI in the educational process, there are also certain drawbacks. One of the main risks is students' dependence on technology.

Excessive use of AI can lead to a decline in independent critical thinking and encourage mechanical memorization of words without a deep understanding of their meaning and contextual application. Another challenge is the limited social interaction since AI-based learning does not involve direct communication with other students and the teacher. This may negatively affect the development of communication skills and the ability to engage in live conversations (Bravo Palomares, 2024).

Additionally, it should be noted that AI algorithms do not always function flawlessly. Automatic translators or grammar-checking systems may contain inaccuracies that impact the quality of the learning process. Moreover, artificial intelligence often operates with general patterns and does not consider contextual nuances, which can lead to misunderstandings of certain words or phrases. Therefore, it is crucial to control the usage of technologies by a teacher to ensure deep material comprehension.

Ethical issues related to AI use in education also deserve attention. Since many platforms rely on data collection and analysis, privacy and information security concerns arise. Students and teachers should be aware of the risks associated with using online platforms and follow security measures when working with digital resources.

Another important aspect requiring attention is the role of the teacher in AI-based education. The use of artificial intelligence in the learning process should not completely replace teaching activities. Teachers must monitor students' progress, analyze their achievements and difficulties, and assist in correcting mistakes that may arise while working with automated systems.

Thus, the use of artificial intelligence in the formation of 5th-grade students' lexical competence has both advantages and disadvantages. Personalized learning, instant feedback, interactivity, and improved pronunciation skills are key positive aspects. At the same time, it is essential to consider risks related to technological dependence, limited social interaction, and potential algorithmic errors. To achieve the best results, AI should be used under the control of a teacher, ensuring the

comprehensive development of students' language skills and their effective integration into the linguistic environment.

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THE COMMUNICATIVE POTENTIAL OF ALLUSIONS IN CONTEMPORARY ENGLISH-LANGUAGE MUSICAL DISCOURSE

Allusion is a powerful stylistic device in modern English-language discourse. It enriches meaning and adds emotional depth by referencing well-known historical, cultural, and literary phenomena. Through allusions, artists invite listeners to engage more deeply, activating shared knowledge and cultural memory.

The term *allusion* originates from the Latin *alludere*, meaning “to jest” or “to hint”, reflecting its development from playful Renaissance wordplay to a more layered literary technique. In scholarly contexts, allusion is viewed both as a device and as an interpretive result, allowing creators to build multiple layers of meaning. As Machacek notes, allusions rely on the audience’s recognition of the reference to enhance understanding and create a bond between speaker and listener (Machacek, 2007).

A major function of allusion is communicative. It builds a bridge between the author and the audience through shared cultural references, fostering a deeper level of connection.

The word *discourse*, from Latin *discursare* ("to run to and fro" or "to discuss"), refers to structured communication shaped by context. Musical discourse, in particular, goes beyond lyrics; it is a multimodal form that combines language, sound, and symbols within an artistic and social setting. Way and McKerrell argue that musical discourse operates through a combination of sonic and textual signs that interact to express identity, resistance, and emotion (Way & McKerrell, 2018). This layered communication reflects the complexity of music as both an art form and a cultural statement.

The music of *Imagine Dragons* offers numerous examples of allusive songwriting. In *Radioactive*, the phrase "ash and dust" suggests a nuclear or environmental disaster, reflecting societal fears. In *Demons*, the line "it's where my demons hide" portrays an internal struggle, symbolizing the darker aspects of human nature. *Whatever It Takes* contains references to perseverance in the face of injustice, with the metaphor "miles of clouded hell" describing the difficult journey toward personal success.

The Ukrainian band *The Hardkiss* also uses allusion to build a rich symbolic world in their English-language songs. *Stones* draws on mythology, biblical themes, and philosophical ideas. In *Helpless*, themes of rebirth through suffering are combined with Christian and mythological references. Lines like "He smells like wood and a gun" suggest revolution, passion, and the image of a warrior-lover, while the inclusion of Ukrainian phrases adds a national and historical dimension to their work. In *Make-Up*, the metaphor "my make-up is my armour" links self-presentation with medieval and romantic literary traditions. *Part of Me* uses natural imagery like hurricanes to reflect emotional turmoil, with the line "He's part of me, my desire" echoing classical myths such as Orpheus and Eurydice. These examples illustrate how myth and literature continue to shape contemporary music through subtle and creative allusions.

The usage of allusion in musical discourse helps create songs that are both emotionally resonant and culturally rich. By layering meaning through familiar references, artists deepen the listener's experience and invite interpretation across time, genre, and tradition.

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CONTEXT- BASED VOCABULARY DEVELOPMENT IN GRADE 5 LEARNERS

Vocabulary development plays a vital role in shaping learners' language proficiency, especially in primary education. For Grade 5 learners, who are transitioning toward more abstract thinking, vocabulary acquisition becomes

increasingly important for both comprehension and expression. Recent research suggests that vocabulary should not be taught through rote memorization or isolated lists, but rather through meaningful contexts that reflect real-life language use. Context-based vocabulary instruction offers opportunities for authentic engagement, promoting deeper understanding, better retention, and confident usage.

Context-based vocabulary development refers to learning new words through realistic and communicative situations. Instead of memorizing disconnected terms, learners encounter words in stories, dialogues, games, and purposeful tasks. This approach supports the cognitive and emotional needs of Grade 5 students, who benefit from interactive learning and experiential activities. Nation (2001) highlights the importance of repeated exposure to vocabulary in varied contexts for long-term retention. Schmitt (2008) emphasizes that communicative tasks enhance the quality of word knowledge more effectively than mechanical drilling. Nagy and Herman (1987) point out that children acquire much of their vocabulary through incidental learning during meaningful reading and listening experiences. These insights reinforce the value of providing learners with engaging, context-rich input that allows words to be learned naturally.

In my teaching practice with Grade 5 learners, I incorporated a range of playful, interactive activities to support vocabulary development. These activities created a positive learning environment where students felt motivated to engage with new words in context.

1. Vocabulary Treasure Hunt

To review newly learned words, I organized a classroom “treasure hunt”. Vocabulary word cards were hidden around the room. Working in pairs, learners searched for the cards and used each discovered word in a sentence to earn points. This activity combined physical movement, teamwork, and vocabulary practice, making learning both active and memorable.

2. Word Drawing Race

Learners were divided into two teams. One learner from each team came to the board and received a word to draw without speaking. Their teammates had to guess

the word within a time limit. This game encouraged quick thinking, visual association, and collaboration.

3. Vocabulary Musical Chairs

In this variation of musical chairs, when the music paused, learners had to find a seat and immediately say a word related to a given topic (e.g., "fruits" or "animals"). Learners who could not think of a word were out for that round. This game built automatic recall skills and made vocabulary retrieval fast and fun.

4. Word Building Relay

Learners raced to create the longest possible word chain. One learner wrote a word on the board, and the next learner had to write a new word starting with the last letter of the previous one (e.g., "dog → grape → elephant → tiger"). This activity reinforced spelling skills, vocabulary range, and thinking speed.

Context-based vocabulary development provides Grade 5 learners with a meaningful and enjoyable path to expanding their language skills. When teachers integrate vocabulary into playful and purposeful contexts, learners experience language as a living tool, not just a subject to be studied. The activities described above demonstrate how vocabulary learning can be embedded into engaging classroom experiences that enhance retention and encourage active use. Such approaches not only improve vocabulary outcomes but also boost learners' confidence and enthusiasm for English.

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LEGAL STATUS OF CENTRAL EXECUTIVE AUTHORITIES WITH SPECIAL STATUS

Problem Statement: Currently, the legal status of central executive authorities with special status (CEASS) remains highly relevant. This is due to several factors. First, Ukraine is undergoing continuous reform of its public administration system, which leads to changes in the organizational structure of the executive branch. The list of CEASS is being revised, along with updates to their powers, subordination, and internal structure. Second, under the legal regime of martial law, introduced in response to the armed aggression of the Russian Federation, additional functions have been assigned to some CEASS. This requires a revision and adaptation of their legal status to meet current realities. Third, in the process of Ukraine's integration into the European legal space, there is a need to align the institutional structure of the executive branch with EU standards, which again calls for a thorough analysis and modernization of legal regulation, particularly concerning CEASS.

Methods: In this research, I used general scientific and legal research methods such as analysis, synthesis, comparison, generalization, abstraction, concretization, induction, and deduction. To fully explore the topic, I studied the views of scholars on the concept and legal nature of central executive authorities. I also aimed to identify what makes central executive authorities with special status different from other executive bodies.

The research included a review of legal acts that regulate the work of these authorities, an analysis of their subordination and functioning, as well as the detection of gaps and contradictions in current legislation. Based on this, I formulated proposals for improving the legal regulation of these authorities.

Results: Discussions regarding CEASS began with their introduction into national legislation, namely since 1998, when the Concept of Administrative Reform of Ukraine was adopted. The Concept proposed that the status of CEASS should be defined by separate laws of Ukraine. However, Presidential Decree No. 1672 dated 15.12.1999 "On the System of Central Executive Authorities" replaced the term "law" with "legislation." This expanded the scope of legal acts regulating CEASS status to include subordinate legal acts, and therefore widened the potential list of such authorities [4, p. 128].

Another issue noted by Y.V. Vashchenko was that the Concept stated: "All areas of government policy are distributed among ministries, except for those assigned to CEASS." In other words, CEASS were intended to implement government policy in specific areas not covered by ministries. However, the Concept lacked any criteria for allocating such areas of policy to CEASS (Vashchenko, 2014, p. 124).

As the researcher clearly noted, the process of forming the group of central executive authorities with special status continued in a chaotic way. It often ignored even the basic rules from the Concept, especially the rule that such authorities should be created and regulated by laws (not to mention special laws, not general ones) (Vashchenko, 2014, p. 130).

A major legal issue lies in Article 24 of the relevant law, which fails to define an exhaustive list of CEASS. Moreover, the law does not address inconsistencies regarding bodies established after its adoption. While the law lists only six such authorities, as of April 2025, ten are in existence.

An analysis of works by legal scholars (such as V. B. Averyanov, O. F. Andriyko, D.V. Baranenko, O. S. Brit, Y. V. Vashchenko, O. I. Lavrenova, D. V. Luchenko, O.Ye. Panfilov, O. P. Khamkhodera) confirms the view that the qualifying features of the legal status of CEASS may include: 1) the procedure for establishment according to the Constitution and laws of Ukraine, 2) the list of their powers, and 3) their accountability and reporting mechanisms.

Conclusion: Therefore, the key issue regarding the legal status of CEASS is the absence of clearly defined qualifying features and criteria for classifying a body as having special status. This problem has existed since the creation of the first such bodies and remains unresolved. The legislator has not outlined these criteria in any legal act, instead regulating each CEASS individually. Thus, the primary step towards improving the legal status of CEASS should be the development and adoption of clear indicators that allow these authorities to be identified. This will form a solid foundation for future reforms aimed at ensuring effective, transparent, and balanced functioning of these executive authorities.

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DISCIPLINARY LIABILITY OF CIVIL SERVANTS

At the current stage of development of society, the issue of disciplinary liability of civil servants is gaining special significance. The civil service is the basis for the implementation of state functions; therefore, the effectiveness of its activities directly depends on the level of responsibility of its representatives. In the context of public administration reform and the implementation of European standards in the field of civil service, it is especially important to improve the mechanisms for bringing civil servants to disciplinary liability. Given the need to improve the level of legal culture of civil servants, prevent corruption, and ensure high standards of professional activity, the study of disciplinary liability is extremely relevant. The study of this issue will contribute to a more effective implementation of legal norms regulating the sphere of civil service, as well as the development of mechanisms for controlling the activities of civil servants.

In the process of research, general scientific and special legal methods were used. In particular, analysis and synthesis were used to study regulatory legal acts, a systematic approach to consider disciplinary liability as part of the legal system, a comparative legal method to analyze the regulation of liability of civil servants in different countries, as well as a formal legal method to study legislative norms.

Civil service is a public, professional, and politically impartial activity aimed at the practical implementation of the tasks and functions of the state.

A civil servant is a citizen of Ukraine who holds a civil service position in a state authority or other state body, its apparatus (secretariat), receives a salary from

the state budget, is assigned to exercise the powers and perform the functions of such state body, and adheres to the principles of civil service.

A civil servant may be held disciplinarily liable for committing a disciplinary offense, which is defined as an unlawful, culpable act or omission, or a decision that constitutes failure or improper performance of official duties or other requirements established by this Law or other legal acts, for which a disciplinary sanction may be imposed.

Disciplinary offenses include: violation of the Oath of a civil servant; violation of ethical conduct rules for civil servants; disrespect towards the state, state symbols of Ukraine, or the Ukrainian people; actions that undermine the authority of the civil service; failure or improper performance of official duties, acts of state authorities, or lawful orders (instructions) and assignments from superiors issued within their powers; violation of internal service rules; exceeding official authority if such action does not constitute a criminal or administrative offense; failure to comply with the requirements of political impartiality; using powers for personal (private) interests or for the unlawful personal interests of others; violation of the Law of Ukraine "On Preventing Threats to National Security Associated with Excessive Influence of Persons with Significant Economic or Political Weight in Public Life (Oligarchs)" regarding the submission and timing of the declaration of contacts by civil servants of category "A" or "B"; submitting false information during entry into civil service about circumstances preventing the exercise of the right to civil service, or failing to report such circumstances that arose during service; failure to notify the civil service manager of the emergence of a direct subordinate relationship with close relatives within 15 calendar days of such occurrence; absenteeism (including being absent from work for more than three hours during a working day) without valid reasons; being under the influence of alcohol, drugs, or toxic substances while at work; making an unreasonable decision that results in the violation of the integrity of state or municipal property, its unlawful use, or causing other harm to such property, if such actions do not constitute a criminal or administrative offense; making a decision

contrary to the law or to legal conclusions provided in Supreme Court rulings, if a separate court ruling has been issued regarding the matter.

A civil servant may not be subject to disciplinary action if six months have passed since the day when the civil service manager became aware or should have become aware of the offense, excluding the time of the servant's temporary incapacity or leave, or if one year has passed since the offense was committed or a corresponding court ruling was issued.

The following types of disciplinary sanctions may be imposed on civil servants:

1. reprimand;
2. censure;
3. warning of incomplete official competence;
4. dismissal from the civil service position.

Only one disciplinary sanction may be imposed for each disciplinary offense.

Disciplinary liability of civil servants is an important tool for ensuring the efficiency of the functioning of the state apparatus and compliance with official discipline. It is based on the provisions of the Law of Ukraine "On Civil Service", the Labor Code of Ukraine and other regulatory legal acts. Its application contributes to increasing the responsibility of civil servants, strengthening the rule of law and effective performance of their duties.

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ACQUISITION OF OWNERSHIP OF ANIMALS

Problem statement. The ownership is one of the fundamental human rights enshrined in both national and international legislation. Property rights to animals are no exception; however, they have a number of specific features caused by the biological nature of animals, their capacity to suffer, and the necessity for special treatment. In this context, animals are regarded not only as objects of civil legal relations but also as sentient beings that require protection from the state and society.

Consequently, legislation establishes specific rules for the acquisition, keeping, and treatment of animals, which aim to balance the interests of owners with the need to ensure humane treatment. Despite the increasing public awareness regarding responsible animal care, Ukraine still lacks a coherent legal framework that comprehensively regulates ownership mechanisms in light of animals' nature. Legal imperfections, combined with low legal culture among the population, often lead to situations where abandoned or stray animals appear on the streets, posing social, environmental, and legal challenges.

The purpose of this research is to analyze and comprehend the fundamental legal principles governing property rights to animals.

Objectives. The objectives of the study include: determining the legal status of animals under civil law; examining the legislative regulation of animal ownership; analyzing methods of acquiring ownership rights to animals; defining the rights and

responsibilities of owners; outlining liability for damage caused by animals; identifying existing legislative gaps and proposing possible improvements.

The object of the study is the social relations arising in the field of exercising and protecting animal ownership rights. The subject is the legal norms governing acquisition, exercise, and protection of animal ownership rights, as well as relevant judicial practice and doctrinal approaches.

Conclusions. The conducted research confirms that, although animals are formally recognized as objects of civil rights, their legal status has a number of key features due to their biological nature. That is why there is a gradual development of approaches to regulating issues related to the acquisition, maintenance and treatment of animals at the legislative level.

An analysis of the legal framework has shown that animal ownership is regulated by a number of acts, including the Civil Code of Ukraine, the Law of Ukraine “On Protection of Animals from Cruelty” and other special regulations. However, this regulation is not comprehensive and needs to be improved, especially in terms of regulating the legal status of stray animals and the specifics of owners' liability for damage caused by their animals.

In the course of studying the methods of acquiring ownership of animals, it was found that both primitive (appropriation of publicly available gifts of nature, acquisition of ownership of unattended pets) and derivative methods (sale, donation, inheritance, etc.) are used. At the same time, in practice, there are difficulties in confirming the fact of acquisition of ownership due to the lack of proper accounting of animals and difficulties in identification.

Special attention was also paid to the liability of animal owners. It was found out that the legislation provides for civil liability for damage caused by an animal, but the effectiveness of the implementation of the relevant rules in practice depends on the level of legal awareness of the population, as well as on the availability of the mechanisms for monitoring compliance with the requirements for keeping animals.

Thus, animal ownership is a complex and multifaceted institution that requires further legislative improvement, taking into account the ethical approach to animals

as sentient beings. It is deemed appropriate to revise a number of regulatory provisions in order to increase the responsibility of owners, develop a system of animal registration, and expand public instruments for the protection of animal rights.

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THE IMPLEMENTATION OF DIGITAL TECHNOLOGIES AS A FACTOR INFLUENCING THE REALIZATION OF AN INDIVIDUAL'S RIGHT TO WORK

Digital technologies have become an integral part of the modern economy, transforming not only production processes but also employment structures, the nature of labour relations, and the methods for realizing the right to work. This process requires a rethinking of traditional approaches to ensuring labour rights in a digital environment. The development of digital technologies, including automation, the implementation of artificial intelligence, and the expansion of online employment platforms, is radically reshaping the modern labour market. Positive outcomes of this process include employment flexibility, reduced territorial barriers, and the emergence of new professions. However, it also poses risks such as the disappearance of traditional jobs, growing inequality, and reduced social protection. 60% of today's workers are employed in occupations that did not exist in 1940. This indicates that more than 85% of employment growth over the past 80 years has been driven by technological progress (Autor et al., 2022, p. 12).

In the context of the digital transformation of the labour market, remote work has gained particular importance as a form of labour organization. Amid the pandemic, martial law, and the rapid development of information and communication technologies, this flexible form of employment has become widely adopted. For employees, remote work offers flexibility, reduces commuting time, and allows for a better balance between professional duties and personal life. For employers, it

presents an opportunity to optimize costs, expand the pool of candidates, and reduce the need for office space.

The legislative recognition of remote work in Ukraine, particularly through Article 60-2 of the Labour Code of Ukraine (Кодекс законів про працю України, 1971/2025), has addressed labour market demands. Remote work enables flexible scheduling, a better balance between work and family responsibilities, and reduced costs. At the same time, there is a need for more detailed regulation of issues such as rest time, occupational safety guarantees, personal data protection, and access to social security.

The state plays a key role in creating a regulatory framework to support the digital transformation of the labour market. Top priorities include eliminating regulatory and institutional barriers, digitizing employment records, promoting digital skills, supporting vulnerable groups (especially persons with disabilities), and developing digital infrastructure. It is also essential to ensure a balance between the interests of employees and employers in the context of digital interaction.

To sum up all mentioned above, digitalization presents both a challenge and an opportunity for the realization of the right to work. It opens new horizons for employment but requires the adaptation of labour legislation and active state involvement in building protective mechanisms for workers. Further research should focus on evaluating the effectiveness of existing regulatory tools and developing new legal approaches to safeguarding labour rights in the digital age.

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NOTARY'S EXECUTIVE INSCRIPTION AS A WAY TO PROTECT CIVIL RIGHTS

Relevance of the topic. Protection of the legal rights and freedoms of the individual in a legal state is a fundamental aspect of its functioning and development. The main task of each body created by the state is the systematic fulfillment of its duties to ensure the implementation of the protection of legal rights and freedoms of the person. Today, there is a whole system of notarial bodies that are designed to ensure and guarantee the rights of subjects of legal relations.

The execution of an executive inscription as a method of protecting civil law by a notary takes place within the framework of special notarial proceedings. Notarial proceedings are a procedural way for considering and resolving a notarial case, which includes a set of procedural actions gradually performed by subjects of notarial activity in order to protect and defend civil rights and interests.

To collect sums of money or claim property from a debtor, notaries make executive inscriptions on documents establishing the debt. A notary makes executive inscriptions if the submitted documents confirm the indisputability of the debt or other liability of the debtor to the collector and provided that no more than three years have passed since the date of the right of claim. Analysis of the doctrine of notarial law leads to the idea that an executive inscription, as a legal category, can appear before us in several dimensions at once: as a way of protecting a civil right violated by a notary; as an order of a notary to collect a debt or reclaim property; as a notarial act-document that has executive force and as a separate notarial action. Such an approach will allow us to reflect the multifaceted legal nature of an executive inscription and its specifics. The notary's executive inscription as a legal category can

be considered in several dimensions: as a way of protecting a violated civil law by a notary; as an order of a notary to collect a debt or reclaim property; as a notarial act-document that has executive force and as a separate notarial action. The latter indicates its versatility, which is additionally confirmed by the nature of the executive inscription of a number of specific features, which, in particular, are: execution exclusively in relation to undisputed claims; it is a type of notarial act-document that records the result of notarial proceedings; the volitional nature of the execution; the property of an executive document; a simplified procedure for execution compared to the judicial form of protection of rights.

Analysis of the provisions of current legislation and the doctrine of notarial law allows us to propose several criteria for classifying notary enforcement orders: 1) by the nature of the claim being collected (enforcement order for the collection of a sum of money; enforcement order for the recovery of property from the debtor); 2) depending on the type of obligation that determines the basis for the execution of the writ of execution (a writ of execution for the collection of debts under notarized contracts; a writ of execution for the collection of debts under a credit agreement; a writ of execution for the collection of debts arising from copyright relations; executive inscription for the collection of debts from parents or persons replacing them for the maintenance of children in educational institutions; executive inscription for the collection of debts from parents or persons replacing them for the maintenance of children and adolescents in general education schools and vocational schools of social rehabilitation; executive inscription liable for military service after the end of the term; executive inscription for the collection of debts from rent for the use of state and municipal property; executive inscription for the collection of debts from debts on bills of exchange protested by notaries in accordance with the procedure established by law; executive inscription on the collection of debts on agricultural receipts; executive inscription on the collection of debts on the payment of dividends); 3) by the form of execution (executive inscription executed on a debt document; executive inscription executed on a separate document).

As a tool for protecting a violated right, a notary's executive inscription is a separate alternative to judicial protection, which can be used in cases specified by law. At the same time, a significant difference between a notary's executive inscription and a judicial procedure can be recognized as the fact that the inscription is a more operational way of protecting a right, which provides the creditor with a number of advantages in the form of shortened terms of consideration, simplified procedure.

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DEVELOPING LEXICAL ENGLISH SKILLS USING AUTHENTIC FILMS

Modern pedagogical methods based on the use of authentic video materials in the process of learning English are gaining popularity. This approach introduces innovative ways to improve students' lexical skills through watching authentic films. Watching films not only performs an entertaining function, but also allows you to immerse yourself in a natural language environment, where modern slang, idioms and fixed expressions are actively used. In contrast to textbooks, where vocabulary is often presented in a formalized form, films demonstrate its use in real communicative

situations. This allows you not only to memorize new words, but also to understand their meaning in context more deeply (Şevik, 2019).

One of the key advantages of using authentic films in the learning process is their accessibility and variety, which allows for the adaptation of learning materials to the needs and level of students. Teachers can select video content in accordance with the language competence of students, as well as the specifics of the subject matter of the class, providing a comprehensive approach to learning a foreign language (Shrum & Glisan, 2016). For example, comedies or animated films are appropriate for younger students, as their content is more lexically and conceptually accessible. The use of such materials contributes to the acquisition of basic vocabulary, enriches students' speech and develops their listening perception.

At the same time, for older students, it is necessary to watch fiction dramas or documentaries containing more complex language structures, professional vocabulary and socio-cultural aspects. This approach stimulates analytical thinking, broadens knowledge of the country context and encourages discussion, contributing to the development of language competence and critical thinking.

The introduction of authentic films into the process of learning a foreign language is an effective didactic approach that helps to expand vocabulary, develop listening skills and form communicative competence. The implementation of this method involves a step-by-step organisation of learning activities, which provides gradual mastery of language material and contributes to its consolidation in practical use (Sherman, 2003).

At the first stage, it is advisable to prepare students for watching the film. The teacher introduces students to the context of the film, its thematic focus and main storylines. An important element of this stage is to work on the key vocabulary used in the film, as well as formulating questions for further content analysis. This approach increases the level of understanding of audio-visual material and helps to activate students' cognitive activity.

The second stage involves watching the film. While watching the film, students are encouraged to record new vocabulary items, pay attention to the specific

intonation and phonetic features of speech, and analyse the contextual use of words and expressions. The use of subtitles at the initial stages of learning can serve as a scaffolding technique for better understanding of the content.

In conclusion, the use of authentic films in the process of teaching English is an effective tool for improving students' lexical awareness and developing their speaking skills. Films give learners the opportunity to immerse themselves in natural foreign language, learn more about the cultures of English-speaking countries and, most importantly, develop their speaking skills in an interesting and effective way. Therefore, the use of films in the learning process has significant pedagogical potential and can be effectively integrated into the English language curriculum.

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EXPOSING HUMAN FLAWS THROUGH SATIRE IN ROALD DAHL'S SHORT STORIES

Satire has long been one of literature's sharpest instruments for critiquing societal norms and human weaknesses. Through irony, grotesque exaggeration, and subversive humor, authors challenge audiences to reflect on the absurdities and injustices around them. Roald Dahl, best known for his children's fiction, also stands

as a brilliant satirist in his short stories for adults. In these works, he writes about human flaws such as greed, hypocrisy, cruelty, and vanity. He uses narrative twists and dark humor to disturb as well as entertain.

Dahl's satire draws on classical traditions. Satire can appear in several tonal modes: the light, gently mocking Horatian; the severe and morally indignant Juvenalian; and the intellectually skeptical Menippean, which targets social and philosophical attitudes (Lytvyn, 2022). Dahl skillfully blends these types. Studies of Dahl's work such as Martina Šimková's "*Darkness and Humour in Selected Short Stories by Roald Dahl"* highlight that his satire often balances between the comic and the tragic (Šimková, 2014). Thus, Roald Dahl emerges as a true master of the satirical short story, skillfully combining different types of satire, dark humor, and unexpected twists to expose human flaws and societal shortcomings. In stories like *"Mrs. Bixby and the Colonel's Coat"*, *"The Pig"*, and *"Skin"*, his tone ranges from playful to savage, from ironic detachment to grim absurdity.

In *"Mrs. Bixby and the Colonel's Coat"*, satire centers on deception and material obsession. The main character, Mrs. Bixby, maintains a secret affair with a wealthy man and receives a luxurious mink coat as a farewell gift. To hide the coat's origin from her husband, she pawns it and pretends to have found the ticket in a taxi. However, the twist ending reveals that her husband has kept the coat, presumably for his own lover, and gives her a shabby fur neckpiece instead: "two narrow mangy looking skins with their heads still on them and glass beads in their eye sockets" (Dahl, 1959). The narrative exposes the mutual hypocrisy of the couple and mocks bourgeois pretensions. The story's final scene, where the assistant Miss Pulteney appears in the mink coat, brilliantly satirizes both marital betrayal and the superficiality of social status.

"The Pig", told in verse, presents an even more biting satire. A hyper-intelligent pig, raised by a vegetarian aunt, discovers the truth about meat consumption only after she dies. Shocked to learn he was destined to be butchered, the pig kills and eats the farmer. Dahl writes about the act in a light, almost casual tone, even though it's horrifying: "He ate him up from head to toe, / Chewing the

pieces nice and slow" (Dahl, 1960). In *"The Pig"*, the humor arises from the contrast between the pig's intelligence and its primitive act of cannibalism, reflecting the human ability to combine high intellect with base instincts. This technique allows Dahl to mock a society that hides its cruelty behind a façade of civility – just like Mrs. Bixby, who conceals her betrayal beneath a mask of respectability.

In *"Skin"*, Dahl crafts a disturbing allegory about the commodification of art and human life. The story's protagonist, Drioli, has a tattoo on his back painted years ago by the now-famous artist Soutine. Destitute, he visits an art gallery hoping for compassion. Instead, he is offered a fortune to allow his skin to be surgically removed. "We will put a new piece of skin in the place of the old one. It is simple," the gallerist says casually (Dahl, 1952). Another man proposes turning Drioli into a living exhibit, promising luxury in exchange for showing his back to wealthy clients. The story ends ominously: the tattoo resurfaces in Buenos Aires, while Drioli disappears.

Across these stories, Dahl uses irony and exaggeration to show how strange and flawed human behavior can be. He puts his characters into difficult moral situations that reveal their weaknesses – whether it's Mrs. Bixby losing control of her own scheme, a pig turning against its owner, or an old man being treated like a valuable object. His stories walk a fine line between being funny and disturbing, using surprising endings to challenge our ideas about morality and justice.

To sum up, Dahl's short stories are more than just entertaining. They make readers think, question, and feel uneasy. By showing how quickly people trade their values for comfort or gain, his satire exposes lasting human problems.

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ENHANCING GRADE 9 STUDENTS' SPEAKING SKILLS THROUGH ROLE-PLAY

This paper discusses the effectiveness of role-playing in improving students' speaking skills, which are believed to be one of the most important aspects of acquiring English as a foreign language (EFL).

Speaking is a productive skill that enables people to express thoughts, engage in discussions, and participate in meaningful conversations. Ladousse (1987) claims that role-play is a powerful tool for improving speaking skills, as it promotes fluency, classroom interaction and increases motivation by immersing learners in an authentic and dynamic environment (Ladousse, 1987, p. 5-7). Role-play as a teaching technique has the following advantages: 1) students are involved in an entertaining learning process, which increases their motivation; 2) it enhances the self-confidence of timid learners, as they don't have to speak on their own behalf; 3) it enriches their vocabulary with functional phrases (Harmer, 2007, p. 353). Despite the significant

importance of speaking skills, students continue to deal with speaking anxiety, which is the main obstacle to developing fluency in conversations.

Addressing the above-mentioned issues, we developed a methodology for using role-play to enhance Grade 9 students' speaking skills. This methodology involves the functional-notional approach which was introduced by D. A. Wilkins in 1972. Richard and Rodgers (2001) characterize this approach as a crucial early step in communicative language teaching (CLT) because it focuses on how language is used to communicate, not just on grammar rules (Richards & Rodgers, 2014, p. 85-89).

The methodology incorporates the following stages. The lesson starts with a warm-up using topic-based questions to create an English-speaking environment and activate students' background knowledge. Next, students take part in the activities where they are introduced to the grammar structures and functional language needed for the main task. The main activity is a role-play: students work in two groups with specific roles assigned. They prepare some questions beforehand and practise conversations in pairs using the target language. Afterward, students switch partners to hear different responses (each time they use different functions). Later on, groups change roles and repeat the same procedure. After role-playing, students share their thoughts on the activity, reflect on their performance, and discuss any challenges they faced. The teacher conducts delayed error correction.

The methodology is focused on improving students' fluency through practising grammatical structures and functional language in both planned and spontaneous speech. This allows students with some preparation beforehand to be ready to express themselves fluently and naturally. The other important aspect is that this methodology promotes the reduction of speaking anxiety as students are not obliged to act out the role-play in front of everyone. Instead, they are asked to work in pairs simultaneously. It is important to create a supportive and conducive atmosphere for students where they can communicate freely with each other, and are not afraid of making mistakes.

Therefore, role-playing can be considered an effective method for enhancing students' speaking skills, as it helps boost their confidence and fluency. This active participation in realistic scenarios allows students to use language in context, making them more confident speakers.

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BEYOND WORDS: EMOTIONAL EXPRESSION IN TEEN SPEECH (CASE STUDY OF "*13 REASONS WHY*")

Linguostylistic features of expressing emotions play a key role in understanding the internal states of characters in contemporary audiovisual texts, especially those targeted at teenage audiences. The study focuses on the first season of the American TV series *13 Reasons Why* (created by Brian Yorkey, 2017), which addresses socially sensitive topics such as depression, bullying, suicide, and trauma. Through the emotionally intense language of its teenage characters, the series provides rich material for linguistic and stylistic analysis.

Linguostylistics, as a branch of linguistics, examines expressive means of language that convey subjective experiences, emotional evaluations, and interpersonal attitudes. It draws on elements of syntax, semantics, pragmatics, and non-verbal communication to decode how language functions in emotionally charged contexts (Yermolenko, 2017; Bybyk, 2018). In particular, emotional speech is

marked by expressive vocabulary, interjections, rhetorical questions, metaphors, ellipses, parcellation, and prosodic features (Denysiuk, 2017; Kalnichenko, 2020). When it comes to adolescent language in TV series, it is often characterized by heightened emotionality, intensive use of slang, clipped syntax, and stylized speech patterns (Stavchuk, 2018).

In *13 Reasons Why*, emotional speech is central to character development and narrative progression. The characters' inner conflicts are articulated through both verbal and non-verbal means. For instance, Hannah's sense of despair is reflected in her broken syntax and lexical choices: *"I feel like this is all my fault. That I brought this all on myself".* Her fragmented expression emphasizes self-blame and psychological distress. Similarly, Clay's emotional breakdown is verbalized through rhetorical structure and emotive terms: *"I cost a girl her life because I was afraid to love her".* His line illustrates guilt and helplessness.

The series uses short, emotionally loaded sentences to mirror the characters' anxiety and inner pain. For example, *"I had nowhere else to go. I had no one"* says Justin, expressing abandonment and vulnerability through simplicity and repetition. Other characters, such as Jessica and Tony, articulate their trauma through emotionally marked language and syntactic fragmentation: *"I can't keep pretending everything is okay"* (Jessica), and *"I could have stopped it. I could have done something"* (Tony), where repetition and ellipsis reinforce the sense of internal struggle.

Non-verbal communication also plays a vital role in reinforcing emotion. Body language, nervous gestures, posture, facial expressions, and voice intonation work alongside language to form a holistic picture of the character's psychological state (Prykhodko, 2015; Humeniuk, 2023). Closed body positions, trembling hands, changes in tone and tempo – all these visual cues help to interpret the characters' emotions even when their words are restrained or indirect.

The speech of teenage characters in *13 Reasons Why* integrates various stylistic tools such as metaphors (*"A hot, sick, lonely feeling rises up inside me"*), epithets, slang, exclamatory sentences, and rhetorical devices, creating a linguistically rich and

emotionally intense discourse. The series portrays emotions such as guilt, shame, grief, anger, and love, each represented through specific lexico-stylistic and syntactic means. The line *"Why didn't you say this to me when I was alive?"* exemplifies how rhetorical questions express deep emotional pain and irreversible loss.

Studying teenage speech in such media texts is essential for understanding how adolescents experience and verbalize emotions. Since teens may struggle to express emotional distress openly, analyzing the linguistic patterns of fictional characters can offer insights into real-life communication tendencies. Moreover, such analysis helps educators, psychologists, and parents recognize the emotional markers that may indicate deeper psychological issues. Language becomes not just a tool of expression but a lens through which inner worlds are revealed.

The research thus underscores the value of linguostylistic analysis in revealing the complex emotional realities of adolescents. By examining both verbal and non-verbal aspects of communication in *13 Reasons Why*, we gain a clearer understanding of how language reflects psychological states, particularly in crisis situations. This knowledge is significant not only for linguists but also for those working in the fields of youth psychology, media studies, and education.

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LEGAL SUPPORT FOR THE IMPLEMENTATION OF STATE SUPERVISION (CONTROL)

State control and supervision are important elements of public administration aimed at ensuring compliance with legislation, protecting the rights and interests of citizens, and maintaining order in various areas of public life. State control and supervision help prevent violations of the law, detect and eliminate them, as well as ensure the responsibility of economic entities and public authorities.

The legal framework for the implementation of state supervision (control) in the field of economic activity includes:

1. The Commercial Code of Ukraine, which establishes the state's right to exercise control and supervision over economic activity in specific areas.
2. The Law of Ukraine "On the Basic Principles of State Supervision (Control) in the Field of Economic Activity" dated April 5, 2007, No. 877-V.
3. Some special laws that regulate relations characterized by significant specificity, and therefore are governed by the norms of special legislation.
4. Subordinate legal acts that detail the procedure for implementing state control and supervision (Щербина, 2011, p. 31).

Administrative and legal support for economic activity in Ukraine is carried out by the state through its authorized public authorities and other delegated representatives – the public administration.

Under Article 1 of the Law of Ukraine "On the Basic Principles of State Supervision (Control) in the Field of Economic Activity," state supervision (control) bodies include authorized central executive authorities, their territorial bodies, state collegial bodies, executive authorities of the Autonomous Republic of Crimea, local state administrations, and local self-government bodies (Про основні засади…, 2007).

Entities for which control (supervision) is the main function can be conditionally divided into the following groups:

1. Entities of special competence with general control and supervisory orientation – bodies whose competence includes control over all legal entities regardless of the type and specifics of their activities. These control bodies oversee all economic entities without exception. Examples include: the State Tax Service of Ukraine, the Pension Fund of Ukraine, and the State Labor Service of Ukraine.
2. Entities of special competence with specific (sectoral) control and supervisory orientation – bodies whose competence includes control over the activities of legal entities in connection with the specific nature of their work. For

example, the State Inspectorate for Architecture and Urban Planning of Ukraine and the National Securities and Stock Market Commission (Віннік, 2020, p. 78–91).

According to Article 1 of the Law of Ukraine "On the Basic Principles of State Supervision (Control) in the Field of Economic Activity," state supervision (control) measures are divided into scheduled and unscheduled ones. The frequency of scheduled measures of state supervision (control) depends on the degree of risk of economic activity. An unscheduled inspection is carried out regardless of the number of previously conducted inspections if there are grounds specified by law.

The final stage of the control procedure includes actions aimed at summarizing the results of the control measure. Based on the act drawn up as a result of the inspection that revealed violations of legal requirements, the state supervision (control) body, if there are grounds for the complete or partial suspension of production (manufacturing), sale of products, performance of works, or provision of services, files a corresponding lawsuit with the administrative court under the procedure and deadlines established by law. If other response measures are necessary, the state supervision (control) body, within five working days after completing the inspection, issues a prescription, order, or other regulatory document regarding the elimination of the violations detected. A business entity has the right to appeal decisions of state supervision bodies to the relevant central executive authority or a court (Про основні засади…, 2007).

In conclusion, proper state supervision (control) plays an important role in maintaining the legal order and the lawful conduct of business entities. Proper state control over the activities of business entities is one of the key measures for the effective execution of the state's tasks and functions.

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IDIOMATIC EXPRESSIONS IN CINEMATIC DISCOURSE

The use of idiomatic expressions represents a complex and culturally rich aspect of language that poses challenges for non-native speakers and researchers alike. These expressions often cannot be understood literally and require knowledge of cultural or contextual background. In cinematic discourse, idioms play a crucial role by enhancing the authenticity of dialogue, revealing characters' identities, and encoding cultural meanings.

According to Fernando (1996), idiomatic expressions encompass a broad range of fixed phrases whose meanings are not deducible from the individual words. Idioms are a specific subtype that exhibit fixed form, metaphorical meaning, and cultural specificity. They serve communicative, cultural, pragmatic, and stylistic functions in modern English discourse (Gibbs, 2002; Liu, 2008).

In film dialogues, idioms reflect natural speech and help shape the characters' social and cultural identity (Brown, 2015; Davies, 2020). Phrases such as *kick the bucket* or *spill the beans* are not just colorful additions but markers of native speaker competence and culture-specific knowledge. Dialogues in films also tend to mirror

real-life interaction patterns, including informal expressions, interruptions, and emotional tone (Smith, 2019).

Cinematic discourse, as discussed by Bordwell and Thompson, is a multimodal and semiotic system that incorporates verbal, visual, and auditory elements. These include symbols, indices, and icons that together construct a multilayered text. This discourse is shaped not only by dialogue but also by sound effects, gestures, music, and editing – all of which contribute to the meaning-making process and cultural influence of cinema (Bordwell & Thompson, 2016).

Corpus linguistics provides valuable tools for studying idioms in cinematic contexts. As McEnery et al. (2006) and Meyer (2002) explain, corpora are structured collections of texts that allow researchers to analyze language usage based on real data. The SOAP corpus – the Corpus of American Soap Operas – contains over 100 million words from 22,000 transcripts of American TV dramas. It offers insights into informal American English, including idiomatic expressions used in emotional, family, or workplace settings (Davies, 2009).

Through corpus-based analysis, researchers can identify frequency patterns, contextual usage, and thematic distribution of idioms. For example, idioms related to *family*, *work*, and *interpersonal relationships* are predominant in soap operas, reflecting the genre's focus on everyday human drama. Cultural and historical classifications are also valuable. Traditional idioms such as *bite the bullet* or *burn the midnight oil* stem from historical practices, while modern expressions like *spill the tea* or *Netflix and chill* reflect contemporary youth culture. Many idioms derive from classical mythology, the Bible, or notable individuals (e.g., *Achilles' heel*, *John Hancock*), highlighting the richness of their origins (Myshak, 2012).

The analysis of idioms in American soap operas, as shown by Khaghaninejad et al. (2019), reveals how media construct and reinforce cultural representations. Soap operas can promote stereotypes or challenge them, shaping audience perceptions of gender, ethnicity, and social norms. This makes them not only a linguistic but also a sociocultural artifact worth examining.

In summary, idioms in cinematic discourse are key to understanding how language, culture, and media intersect. Corpus methods enable detailed investigation of how idioms function in naturalistic film dialogue, providing both linguistic insights and reflections of societal values. The theoretical foundation laid in this study supports further empirical exploration of idioms in audiovisual narratives and their cultural implications.

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DEVELOPING ENGLISH VOCABULARY SKILLS THROUGH SONGS

Learning a new language is always a difficult process, especially when we're talking about learning new vocabulary. However, it is one of the most crucial aspects of mastering any language – after all, how can someone understand a sentence without knowing the meaning of its words? While it is impossible to know every word in a language, everybody strives to learn as much as they can and continues this process throughout their life.

Naturally, building vocabulary takes time. It is not just about translating world into your native language but also understanding their pronunciation, spelling, and the grammar that surrounds them. For example, which preposition should be used after a world "depend" – at, on, in, for or to? These difficulties make learning vocabulary more challenging, so students need strong motivation. But how can this process be made easier and more enjoyable?

Many teachers have explored this question concluded that learning should be engaging and entertaining. Everyone has their own preferences, but using songs as a tool for learning English is an effective approach. There are various ways to incorporate songs into the classroom, depending on factors like students' age and level as well as teacher's creativity.

The first step for this technique is to choose the right song. The challenge here is that there is no such thing as a "right" song – it can be chosen based on teachers'

and students' preferences, the vocabulary and grammar it contains, its features, or even its rhythm.

The next step involves creating activities based on lyrics. This can include exercises such as filling in missing words, understanding meaning though listening, or repeating words for better memorizing. The specific activities depend on the students' level, age and learning goals.

For me, the most valuable aspect of this method is unintentional learning. Words are memorized naturally by listening to a song while doing other activities, singing along in a good mood, and eventually trying to understand the lyrics of a beautiful song.

In addition, this method has many additional benefits. It can create a relaxed and motivating atmosphere, help students learn correct pronunciation from a native speaker, and provide a great opportunity to address common learning errors – though not all songs use good grammar.

There was research about building vocabulary through song.

The aim of this research was to find out a significant effect of using English songs to improve students' vocabulary mastery. This research was quantitative research by an experimental design. In this research, there were two classes as a sample, that classes were an experimental class and a control class. Variables in this research consisted of two variables. They were English songs as variable X and students' vocabulary mastery as variable Y. The total number of populations was 54 students, which were finally selected 40 students as sample of this study. The sample was determined based on cluster sampling of an equal chance to be taken, regardless of their typical of groups. The result of the research showed that the students' ability on vocabulary mastery test in experiment class was very good level, which was 82.25, and in control class was good level, which was 63.25. on the inferential analysis, the significant value was 0.000 higher than alpha 0.05, which meant the alternative hypothesis (Ha) was accepted. It means that using English songs can improve the students' vocabulary mastery (Gushendra, 2017).

In conclusion, learning vocabulary is an essential yet challenging part of mastering a new language. While traditional methods can be effective, incorporating songs into language learning offers a more engaging and enjoyable approach. Songs help students learn vocabulary naturally while also improving pronunciation, boosting motivation, and making it easier to master the language. Research has shown that using English songs in language learning has a significant positive impact on vocabulary development. The study mentioned in the text demonstrated that students who learned vocabulary through songs performed better than those who did not, with the experimental group achieving a much higher vocabulary mastery score. This confirms that incorporating music into language learning can be an effective strategy for expanding students' vocabulary skills. The positive impact of song-based learning suggests that integrating music into English lessons can be a highly beneficial approach for both teachers and students.

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THE RIGHT TO A SAFE ENVIRONMENT FOR LIFE AND HEALTH

Researching the right to a safe environment for life and health is extremely relevant nowadays. The global environmental crisis – air, water and soil pollution, climate change, reduction of biological diversity – all of the above threatens human life. At the same time, there is a global awareness of the connection between the state of the environment and the health of the population. The number of public initiatives and demands on governments to strengthen international environmental standards is increasing. In particular, the issue arises in Ukraine, since the Russian-Ukrainian war has catastrophic consequences for the environment. An important feature of the right to a safe environment for life and health is the legal consolidation of related guarantees in other areas of law: environmental, administrative, labor, health care, social security, criminal, etc. This is due to the specificity of the subject of guarantees of the quality of a safe environment as a set of natural, social, industrial, anthropogenic and other factors, linked to each other and objectively determined by the interaction of society and nature.

The right to a safe environment for life and health is indeed an object of civil law, since it is a personal non-property right. Personal non-property rights are legally guaranteed opportunities that belong to every individual for life by law and are characterized by non-property and personality. Based on the analysis of the provisions of Art. 293 of the Civil Code of Ukraine, the right to a safe environment for life and health includes the following rights of an individual: a) to use an environment that is safe for life and health, including a safe natural environment, products, proper, safe and healthy working, living, studying conditions, etc.; b) to

have an access to reliable information about the state of the environment, the quality of food products and household items, as well as the ability to collect and share such information; c) to demand, by applying to the court, the cessation of the actions of individuals and legal entities that lead to the destruction, damage, and pollution of the environment.

The Constitution of Ukraine, laws, international conventions and agreements establish this right.

Furthermore, among the international acts, is the Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters, or in other words, the "Aarhus Convention", which was signed on June 25, 1998 in Aarhus (Denmark). The Aarhus Convention is within the framework of the United Nations Economic Commission for Europe (UNECE) and, accordingly, operates in accordance with UN regulations. It was ratified by the Supreme Council of Ukraine on July 6, 1999. According to the content, the Convention is based on three main elements provided for in Articles 4-9 of the Convention, namely: access to environmental information, public participation in discussion and decision-making, access to justice in environmental matters. A significant feature of the Convention is that the right to access environmental information is the only right that the Convention imperatively requires to be protected in court, regardless of whether it is established on the national level.

International cooperation between Ukraine and the European Union, as well as the actions of the United Nations Human Rights Council as an international human rights body within the UN system, has positive consequences for citizens and businesses in Ukraine. To protect their rights to an environment that is safe for health and life, citizens of Ukraine have the right to the following actions:

- Appeal for protection of their rights to the Ukrainian Parliament Commissioner for Human Rights (guaranteed by Article 55 of the Constitution of Ukraine);

- Request for provision of certain environmental information (guaranteed by Article 34 of the Constitution of Ukraine and the Law of Ukraine "On Information");

- Appeal to the Constitutional Court (guaranteed by Article 147 of the Constitution of Ukraine);

- Protection of civil rights and interests by court.

To sum up, the most common methods of protecting the right to a safe environment for life and health in court are: stopping the action that violates this right and compensation for property and non-property damage.

As our work has not resolved all issues regarding the right to a safe environment for life and health, it can serve as a foundation for further research to expand and deepen the analysis of the chosen topic.

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USING BLOGS TO ENHANCE LEARNERS' VOCABULARY ACQUISITION

This study examines the effectiveness of blogs as a tool for vocabulary development among ESL learners. It focused on 60 intermediate to upper-intermediate students from various academic institutions, who participated in blog-based activities such as vocabulary exercises, peer interaction, and reflective writing, with guidance provided via WhatsApp.

Digital tools have become essential in enhancing the learning experience. Resources like textbooks, videos, the internet, and multimedia materials support students in improving language skills (Aravind & Bhuvaneswari, 2022; Emiliana & Fatimah, 2020). Vocabulary acquisition is a key aspect of learning English as a second language (Aravind & Bhuvaneswari, 2022a). Social media platforms like Instagram, YouTube, Facebook, and especially TikTok, are widely used in everyday communication. These platforms offer learners real-life language exposure and support vocabulary growth and pronunciation. They are also used as classroom aids, helping students understand how language is used in context (Aravind & Bhuvaneswari, 2022b). From Kern's opinion (Kern, 2006) the usage of online blogs and social media is encouraged by the constructivist approach because it emphasises the interaction of learners.

This research explores the effectiveness of blogs in supporting vocabulary acquisition among ESL learners. Conducted with 60 intermediate to upper-intermediate students the research aimed to explore learners' perspectives on how blogs enhance vocabulary and promote motivation in a digital, collaborative setting.

Participants used a blogging platform, received vocabulary input via a WhatsApp group (including definitions, examples, and usage), and created blog posts using new terms. They also interacted by reading and commenting on peers' blogs. At the end of the project, students completed a 14-item questionnaire. Results showed a strong positive correlation between blog use and vocabulary development. Learners reported that blogging encouraged dictionary use, made vocabulary learning more meaningful, and increased motivation compared to traditional methods. The collaborative aspect reduced anxiety, built confidence, and enhanced contextual understanding through peer feedback. From a social constructivist viewpoint, the study supports that active, peer-based environments promote deeper learning. Blogs also foster learner autonomy and greater engagement with language.

Using blogs significantly enhances vocabulary development for ESL learners. The results show that learners improve their vocabulary through collaborative learning and creative thinking. Blogs offer a motivating and engaging platform, allowing learners to practice and transform their vocabulary use. They also help create a positive learning environment where learners can build confidence. According to participants, blogs are easy and comfortable to use, and learners actively apply the vocabulary gained through blogging in real-life conversations. They support language growth beyond the classroom and foster greater learner engagement. Teachers can also effectively use blogs to enhance vocabulary instruction in educational settings.

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LIMITATION PERIOD IN CIVIL LAW OF UKRAINE IN WARTIME

The limitation period is one of the fundamental legal institutes in Ukrainian civil law. It provides a time frame within which individuals may assert their rights and seek legal protection. This institution plays a critical role in ensuring legal certainty, encouraging timely defense of rights, and maintaining order in civil circulation.

The Ukrainian Civil Code defines the limitation period as a legally established term within which a person can file a lawsuit to protect their civil right or interest. The general limitation period in Ukraine is three years, but certain claims are subject to special terms. This distinction allows the legal system to account for the nuances of different types of civil obligations.

It is essential to distinguish between the right to file a lawsuit and the right to judicial satisfaction. While the former remains, the expiration of the limitation period often results in denial of the claim if the respondent invokes this ground.

Limitation periods may be suspended or interrupted. Suspension implies a temporary halt in the countdown due to specific obstacles such as force majeure, military operations, or legal moratoriums. The period resumes once the obstacle ceases. Interruption, on the other hand, means the term starts anew. Acts such as acknowledgment of debt or properly submitted claims can cause interruption.

Since the introduction of martial law in Ukraine due to Russia's full-scale invasion in 2022, the limitation period regulations have adapted accordingly. Legislative amendments provide protection for individuals unable to file claims in time due to exceptional circumstances, such as military service. Article 263 of the

Civil Code of Ukraine outlines these provisions clearly, ensuring that the rights of service members and displaced persons are safeguarded.

The application of limitation periods helps ensure legal predictability and stability. It avoids injustice that could arise from resolving outdated disputes, where evidence may be lost or memories faded. It is also a tool of legal discipline, incentivizing timely pursuit of rights.

In conclusion, the limitation period is more than a procedural technicality; it is a vital institution that maintains the balance of rights and legal certainty, especially under wartime pressures. Its flexibility in the face of emergency conditions proves the adaptability and resilience of Ukrainian law.

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GENERAL CHARACTERISTICS OF PROPERTY LAW METHODS OF PROTECTION OF OWNERSHIP RIGHTS

The protection of the rights and lawful interests of owners holds significant importance within the mechanism of ensuring legality. The safeguarding and protection of rights and legitimate interests may be considered within the framework of civil law regulation, as well as in other branches of law. The protection of

ownership rights possesses a specific character. A distinctive feature of ownership protection is that it is carried out through both private and public methods of legal regulation. However, the primary emphasis is placed on the protection of property rights of participants in private law relations.

The protection of the rights and lawful interests of ownership right holders is a set of legal remedies under civil legislation, which are applied to prevent violations and to safeguard these rights. Depending on the type of violation, appropriate protective measures are used. On the one hand, they serve a preventive function, and on the other — a compensatory and restorative one.

The most common classification of civil-law remedies for ownership protection divides them into proprietary (real law) and obligatory (contractual law) methods. Proprietary remedies are aimed at protecting the subjective right of ownership as an absolute civil right of individuals or organizations who, at the moment of the violation, are not in contractual or other obligatory relations with the violator.

The object of this research are the social relations that arise in connection with the protection of ownership rights through proprietary legal remedies.
The subject of the research are the proprietary legal methods of ownership protection, their legal nature, application specifics, and effectiveness.
The aim of the research is to analyze the general characteristics of proprietary legal remedies for the protection of ownership rights, to identify their features, and to determine their effectiveness.

To achieve this aim, the following objectives have been set:

1. To reveal the concept and essence of ownership as the object of proprietary legal protection.
2. To determine the legal nature and classification of proprietary legal remedies for ownership protection.
3. To analyze the specifics of the vindication claim as a method of ownership protection.

4. To study the negatory claim and its application for the removal of obstacles in the exercise of ownership rights.

5. To examine the claim for recognition of ownership rights and its role in protecting this right.

6. To consider other proprietary legal methods of ownership protection provided for by legislation.

7. To identify the problems and prospects for improving proprietary legal remedies for ownership protection in Ukraine.

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DEVELOPING READING SKILLS IN ENGLISH USING AUTHENTIC TEXTS

To learn English, it is very important to practice a lot, take different vocabulary and grammar tests, watch films in the original language, and not forget about the benefits of reading in English. If you read in English, you can expand your vocabulary, improve your reading comprehension, and learn the material more effectively.

According to Rui Zhu learning activities are categorized into three distinct levels: Perceiving and understanding; applying and practicing; transferring and creating (Zhu, 2025).

We can agree with this thought because if we do not doing these three distinct levels we do not can study anything at all, especially English because if you want to know English you need more practise such as doing different exercises from vocabulary, grammatical, understand what are you doing and how translate words which you learn and what their meaning.

Rui Zhu thinks that to implement the activity based approach to English learning, teachers need to deeply interpret texts, set reasonable goals, design activities at the three levels of activities, and integrate teaching, learning and assessment (Zhu, 2025). It can help pupils understand the meaning of what they read and improve their vocabulary.

Firstly pupils must understand after reading what information is presented and why it is important. Secondly if they do not know some words, they can just understand the essence without those words or translate them.

For the beginning level of English, it is better to read children's books that will have easier words than others and this will help learn the material faster. There are

also special books for beginners that often have questions for understanding the text and a dictionary with words. Another good option is to read articles or short texts on various English-language websites where after each text there are exercises to learn the material.

Motivation plays an important role in comprehending the text and it is really true because if you do not have motivation you cannot have the desire to read anything at all, let alone learn new words.

Conclusion: Reading authentic texts is very important for developing reading skills in English. It helps to improve language skills and learn to understand what you read. Teachers should interpret texts and explain to pupils the benefits of reading in English. You can choose literature that is suitable for your level of knowledge, so that you are less distracted by translating incomprehensible words, and simply enjoy reading.

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DISCIPLINARY LIABILITY OF EMPLOYEES

Throughout history, both the forms of labor activity and the methods of influencing employees have undergone significant changes – evolving from strict coercion to more flexible mechanisms of encouragement and legal regulation. Such

transformation has directly contributed to the development of the institution of disciplinary liability, which today is an integral element of the system of labor law.

Disciplinary liability of employees serves as a crucial legal instrument for ensuring the proper performance of employment duties, as well as for addressing violations of established labor conduct standards. Accordingly, its legal nature, principles of application, types, and procedures for enforcement necessitate thorough legal analysis and comprehensive examination, particularly in light of the ongoing modernization of labor legislation.

The aim of this research is to undertake an exhaustive analysis of the legal aspects of employees' disciplinary liability by examining its theoretical foundations, statutory regulation, and by conducting a comparative review against other types of legal liability in order to ensure legality in employment relations.

The researched issue requires comprehensive examination and consideration. In this context, it is crucial to analyse various scientific works and The Labour Code of Ukraine, which enables the formation of a general knowledge of disciplinary liability, its fundamental characteristics, types, as well as the specifics of application procedures.

Disciplinary liability is generally understood as a form of legal liability which entails the obligation of an employee who has committed a disciplinary offence to bear responsibility for their unlawful actions within the scope of sanctions established by labour legislation. By its legal nature, disciplinary liability is contractual, and thus does not involve elements of coercion.

The most justified classification of disciplinary liability distinguishes between general and special disciplinary liability. General disciplinary liability applies to all employees without exception and is based on the norms of the Labour Code of Ukraine and the rules of internal labour regulations. Special disciplinary liability, in contrast, applies to specific categories of employees and entails a distinct procedure for imposing such liability, which is defined by relevant statutes, laws, or special regulations.

The basis for holding an employee disciplinarily liable is the commission of a disciplinary offence, which must contain all its mandatory constituent elements. A disciplinary sanction is a measure of influence provided by law, disciplinary statutes, or regulations on discipline, which may be imposed by the employer or a superior authority upon an employee for a breach of labour discipline. General disciplinary liability provides only two forms of sanctions: a reprimand or dismissal.

Following a comparative legal analysis of various forms of liability, it may be concluded that disciplinary liability constitutes a distinct and autonomous form of legal liability. This enables the concurrent application of administrative, criminal, civil, or material liability where appropriate.

Hence, disciplinary liability of employees requires further academic inquiry and elaboration. As history demonstrates, society is rapidly evolving, giving rise to new challenges and complexities. Accordingly, Ukrainian legislation on disciplinary liability must undergo urgent reform, including de-Sovietization and adaptation to the modern conditions of the labour environment.

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PROTECTION OF CIVIL RIGHTS BY A NOTARY

The implementation and effectiveness of the rules on human rights and freedoms in any state or society depend in one way or another on many factors, including: the degree of democracy of the state's governmental institutions; political, cultural and legal traditions; the state of law and order; and the existence of an effective mechanism for the protection and defence of civil rights, freedoms and interests. The protection of a person's rights and freedoms means protecting his or her ability to exercise his or her rights enshrined in civil law in alternative ways. In order for the opportunities contained in the current legislation to be translated into specific legal relations, it is necessary to create a reliable mechanism for monitoring the observance of human and civil rights and freedoms. The State has the obligation to create such a mechanism, to provide guarantees of protection to a person, to ensure his or her rights within the framework of the legal order established in society and the country. The above indicates the relevance of studying the ways of protecting subjective civil rights and interests by a notary.

The object of the study is social relations arising in the course of application of civil law and interest protection by a notary, their legal nature, features and structure.

The subject matter of the study is a set of theoretical and practical issues arising in the course of application of civil rights and interests protection by a notary.

The purpose of the study is to provide a comprehensive analysis of the legal regulation of notary protection of civil rights and interests.

Objectives: to define the concept of protection of subjective civil rights and interests; to study the right to protection as a subjective civil right; to consider the

protection of civil rights and interests by a court; to reveal the protection of civil rights by a notary, etc.

The methodology is based on the principles of social humanism and the dialectical interrelation of objective and subjective factors of social development. We proceed from the need for a comprehensive combination of philosophical, general scientific and special research methods.

Among philosophical research methods, we use the dialectical method, the principles of objectivity and historicism. General scientific research methods include the techniques of the logical method (analysis, synthesis, induction, deduction), structural-functional and systemic methods.

The following methods are used as special research methods: comparative jurisprudence, formal and dogmatic (axiomatic method), historical and legal method and legal modelling method.

As a result of the conducted research, we can formulate the following conclusions.

Based on the analysis of the specialised literature on the protection of subjective civil rights and interests, we can derive the following definition. Thus, the protection of subjective civil rights and interests is a law enforcement activity carried out by a competent authority or a directly authorised person in order to restore a violated, unrecognised or disputed subjective right and interest.

A special form of protection of subjective civil rights and interests is protection by notarial procedure. As an institution of civil society, notaries perform the function of protecting and defending the rights and legitimate interests of citizens and legal entities guaranteed by the Constitution and legislation of Ukraine by performing notarial acts by notaries on behalf of the State.

At the present stage of formation and development of the civil law foundations of notaries, the interest of scholars in legal issues in the field of notarial activity is gradually increasing, since notaries as an institution of civil society are called upon to create appropriate conditions for the effective implementation of the law by

individuals and legal entities, and to protect their subjective rights. Therefore, it is one of the important factors in the formation of the rule of law.

The notary, using the powers granted to him by the state, ensures the protection of property rights and freedoms of citizens and legal entities from mistakes related to insufficient legal awareness. Notarisation is a guarantee of stability and security of civil circulation in the state.

Thus, the essence of notarial activity is to certify and confirm certain rights and facts, to legally secure civil rights in order to prevent possible violations or to protect already violated rights. Thus, unlike courts, notary authorities do not use an adversarial form of proceedings, but only establish legal facts, usually on the basis of written documents provided to them. At the same time, the protection and defence of the rights and legitimate interests of a person by notaries is not final. Actions of notary bodies may be appealed in court.

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THE IMPORTANCE OF CRITICAL DISCOURSE ANALYSIS IN POLITICAL SPEECHES

Political speeches are powerful tools that shape public opinion and reinforce ideologies. More than statements of policy, they perform the work of constructing collective identities and legitimizing authority. Discourse Analysis (DA), as the study of language beyond the sentence level, provides valuable insights into how meaning is built through communication, particularly in political contexts. According to Gee (2014), DA examines the interaction between language, social contexts, power relations, and cultural frameworks. A key branch of this field, Critical Discourse Analysis (CDA), focuses specifically on how discourse maintains or challenges existing power structures. Scholars such as Fairclough and van Dijk have demonstrated that political discourse is never neutral but always serves to shape power relations and reproduce societal inequalities (Fairclough, 1995; van Dijk, 2001). CDA thus offers essential tools for unpacking the mechanisms by which political language operates.

The role of CDA in political communication has been emphasized by Chilton (2004), who points out that discourse in politics is carefully crafted to persuade audiences, frame ideological positions, and marginalize opponents. Through lexical choices, narratives, and rhetorical strategies, political actors build support and construct legitimacy. In this context, the study of political speeches through CDA reveals the often hidden ideologies and power dynamics at work in public discourse.

A compelling case for such analysis is found in the speeches of Kamala Harris, the 49th Vice President of the United States. As the first woman, and the first person of African American and South Asian descent to hold this office, Harris's discourse

frequently engages with themes of justice, equality, and national unity. Her public addresses strategically frame her political identity and policy positions while appealing to a broad electorate.

An analysis of a representative speech by Harris illustrates the rhetorical strategies she employs to construct political legitimacy and mobilize audiences. One prominent feature is her use of lexical repetition. Words such as *"thank you"*, *"fight"*, and *"freedom"* appear frequently, reinforcing themes of gratitude, and resilience. This repetition creates rhythm and emphasis, embedding these concepts in the audience's mind.

Another key strategy is personal storytelling, which Harris uses to establish credibility and relatability. For example, she shares the story of her mother's migration from India: *"So my mother was 19 when she crossed the world alone, traveling from India to California with an unshakable dream to be the scientist who would cure breast cancer... She met my father, a student from Jamaica, they fell in love and got married. And that act of self-determination made my sister Maya and me"*. This narrative not only highlights her diverse heritage but also aligns her personal story with broader American ideals of determination and opportunity.

Inclusivity and appeals to national unity are also central to Harris's discourse. Phrases like *"on behalf of every American"* and *"we are not going back"* serve to create a collective identity, fostering solidarity among listeners. This inclusive rhetoric aims to transcend partisan divisions and unite the audience around shared democratic values.

At the same time, Harris employs contrast and opposition as rhetorical devices to differentiate her political stance from that of her opponents, particularly former President Donald Trump. She states: *"Donald Trump tried to throw away your votes. When he failed, he sent an armed mob to the United States Capitol where they assaulted law enforcement officers… And now, for an entirely different set of crimes, he was found guilty of fraud by a jury of everyday Americans"*. Such contrasts not only delegitimize her adversary but also energize her supporters by clearly defining the stakes of political engagement.

Finally, her speech concludes with a powerful call to action. Using imperative structures like *"let's fight for it"* and *"let's vote for it"*, Harris transforms passive agreement into active participation, encouraging her audience to take concrete steps in support of her cause. This mobilization strategy is vital in converting rhetorical appeal into political movement.

The analysis of Harris's speech demonstrates how political discourse operates as a tool for constructing legitimacy, shaping public perception, and mobilizing voters. Her strategic use of repetition, storytelling, inclusivity, contrast, and calls to action exemplifies the sophisticated deployment of rhetorical devices in contemporary political communication.

This study affirms the significance of CDA in analyzing political speeches. By uncovering the ideological structures and power relations embedded in discourse, CDA offers scholars a deeper understanding of how language influences societal change. As political discourse continues to evolve in an era marked by media fragmentation and polarization, CDA remains an indispensable method for critically examining the interaction between language and power.

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PARATEXTUAL CUES IN "*THE LOST FLOWERS OF ALICE HART*"

Holly Ringland's *The Lost Flowers of Alice Hart* (2018) is a novel deeply rooted in emotional trauma, recovery, and the symbolic language of flowers. The narrative is enriched by its careful use of paratextual and multimodal elements, such as floral chapter titles, poetic epigraphs, and illustrations. These components not only frame the reader's experience but also deepen the story's emotional and symbolic resonance.

The concept of paratext, introduced by Gérard Genette in *Paratexts: Thresholds of Interpretation* (1997), refers to the textual and visual materials surrounding the main text (chapter titles, prefaces, dedications, illustrations etc.) Genette distinguished between peritext (elements within the book itself) and epitext (external commentary, like interviews and advertisements). Contemporary scholars Latham and Gross (2020) expand this idea by mentioning peritext's intratextual, promotional, and documentary functions and its interplay with epitext. "Peritextual elements represent additional voices talking about the text proper" (Latham & Gross, 2020, p. 10). E. Mintsys & L. Kryshtopa emphasize that this boundary can blur, depending on context and accessibility (Mintsys & Kryshtopa, 2024).

Ringland's novel offers a rich example of how peritext functions as more than just ornamentation. Each chapter begins with the name of a flower, followed by a poetic botanical description. These serve as thematic markers that reflect Alice's emotional journey. For instance, the first chapter is titled Black Fire Orchid, introduced with the following epigraph:

Needs fire to flower. Sprouts from bulbs that may have lain dormant. Deep crimson streaks on pale flesh. Turns black after flowering, as if charred (Ringland, 2018).

This passage brings out the novel's core themes: suffering, resilience, and change. Alice, like the orchid that only blooms after fire, begins her journey in the midst of pain. She tries to escape her father's abuse through books and finds comfort in the story of the phoenix which is a symbol of renewal. But when she accidentally sets fire to father's shed, that brief sense of hope is lost in another wave of violence. Fire, in her story, stands for both destruction and the possibility of a new beginning. This use of peritext reflects the findings of Altmann et al. (2014), who argue that paratextual cues significantly shape the reading experience by setting emotional and thematic expectations.

It should be mentioned that visual storytelling also plays a key role in enhancing Ringland's narrative. Each chapter begins with a black-and-white botanical illustration of the featured flower. These images are not just decorative beause they serve as interpretive tools that draw symbolic connections and deepen the reader's immersion in Alice's world. Kress and Van Leeuwen view such visuals as part of a broader "grammar" of meaning-making in multimodal discourse (Kress & Van Leeuwen, 2006). Similarly, R. Skare highlights the importance of visual paratexts in shaping how readers engage with modern narratives, both in print and digital formats (Skare, 2020).

Through the integration of text and image, *The Lost Flowers of Alice Hart* achieves a layered storytelling style where each floral motif and accompanying illustration becomes an entry point into the emotional and thematic landscape of the novel.

In conclusion, Ringland's novel exemplifies the power of paratext and multimodal representation to shape narrative meaning. The floral chapter titles, epigraphs, and illustrations form a cohesive symbolic system that guides the reader through Alice's journey of trauma and healing.

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CONCEPTS AND TYPES OF PUBLIC SERVICE POSITIONS

Public service is the foundation for the effective functioning of the state apparatus, ensuring the fulfillment of the tasks and functions of the state, as well as local self-government bodies. It encompasses the activities of individuals working in public authorities, local self-government institutions, and other structures entrusted with the exercise of public authority. Public service is based on the principles of legality, professionalism, integrity, political impartiality, and transparency. Its task is to ensure the stable, continuous, and effective operation of public authorities and the implementation of state policy in various spheres of public life.

A public service position is a structural unit within a body of state power or local self-government that is entrusted with carrying out functions and duties defined by law. Such a position may be elective or appointed, paid or unpaid, and is generally associated with the exercise of authority on behalf of the state or a territorial community. Individuals holding such positions are responsible for making managerial decisions, delivering administrative services, and facilitating interaction between citizens and the state. These positions come with certain restrictions and requirements, including incompatibility with other types of activities, adherence to ethical standards, and the avoidance of conflicts of interest.

Ukrainian legislation distinguishes several main types of public service positions. The most numerous is the category of civil service positions, which includes employees of executive authorities, the Parliament, the judiciary, and the administrative staff of these bodies. The civil service encompasses both political positions (e.g. ministers, members of Parliament) and administrative ones (civil servants in categories “A”, “B”, and “C”), as well as support staff (advisers, assistants, consultants). These officials carry out both managerial duties and provide analytical, organizational, and other types of support to ensure the functioning of the state apparatus. Civil servants undergo competitive selection, performance evaluations, professional development, and are subject to disciplinary liability.

The second category includes positions in local self-government bodies. These positions are held by individuals who exercise the powers of territorial communities and ensure the effective operation of local councils, executive committees, structural divisions, and other units. This category includes elected positions (such as heads of village, settlement, and city councils, deputies) and administrative ones (council secretaries, department and division heads). A key feature of this category is close interaction with local residents, as well as flexibility in organizing governance processes at the community level. Local self-government bodies are the closest to the population, so the effectiveness of their work directly affects the quality of life of citizens.

A separate category includes military service and service in law enforcement agencies. These also belong to public service but are regulated by special laws, such as the Law of Ukraine "On Military Duty and Military Service", "On the National Police", "On the Security Service of Ukraine", and others. This category includes members of the Armed Forces, police officers, employees of the Security Service of Ukraine (SBU), the State Emergency Service (SES), the State Bureau of Investigation (SBI), and others. The distinguishing features of these positions are the presence of disciplinary subordination, a special procedure for performing service, and heightened physical, moral, and professional requirements. They are tasked with ensuring state security, maintaining public order, and protecting human rights and freedoms.

The legal regulation of public service in Ukraine is based on the Constitution of Ukraine, which establishes the principles of public administration and the accountability of authorities to citizens. Important legislative acts include the Laws of Ukraine "On Civil Service", "On Service in Local Self-Government Bodies", the Labour Code, the Budget Code, and numerous other normative legal acts that detail the procedure for creating, operating, and terminating public service positions. Special attention is given to public servant ethics, conflict of interest regulation, anti-corruption mechanisms, and professional development of personnel. An important tool is the digitalization of public administration, which enhances transparency, efficiency, and the convenience of providing administrative services to citizens.

In conclusion, public service positions play an extremely important role in building a legal, democratic state and ensuring effective interaction between the state and civil society. Their clear classification, legal regulation, and sound personnel policy contribute to increased public trust in government institutions, the formation of a stable governance system, and the achievement of public welfare. Improving the public service system and adapting it to modern challenges – especially in the field of digital technologies – is the key to enhancing the effectiveness of public administration and strengthening democratic institutions in Ukraine.

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LEXICO-GRAMMATICAL FEATURES OF EDUCATIONAL WILDLIFE VIDEOS ON YOUTUBE

YouTube has become a popular platform for learning, especially through videos that combine visuals and information. One example is the *Blue Whales* video from the Nat Geo Wild channel, which teaches viewers about the world's largest animals using simple but scientifically correct language. This paper looks at the words and grammar used in the video to show how it explains science in a clear and interesting way. The study is based on the idea of scientific popularization by Calsamiglia and van Dijk, who explain that when science is shared with the public, it needs to be adapted to be more understandable (Calsamiglia and van Dijk, 2004). In the video, three types of vocabulary are used: scientific terms like *baleen bristles* and *krill*, emotional words like *alarming rate* and *exterminated*, and numbers and facts such as *up to 100 feet* or *4 tons of krill*. These choices help the video stay accurate and raise interest. It can also make viewers care about the topic.

In terms of grammar, the video mostly uses the Present Simple tense (e.g., *Blue whales are the largest animals...*) to state facts. The Present Perfect (e.g., *have been recorded*) is used when talking about things that are still true today. Passive voice is also used to focus on what happened instead of who did it (e.g., *were nearly exterminated*). Most sentences are short and easy to understand, but some longer ones are used to explain ideas more clearly.

It should be mentioned that in our paper the theory of multimodality by Kress and van Leeuwen (2006) is used. It says that meaning is created through the combination of images, sound, and language. In the Blue Whales video, viewers are not only told facts through narration, but they also see powerful visual scenes of the ocean, close-ups of the whales swimming or feeding, and hear calming background music or natural ocean sounds. This combination creates a rich sensory experience that supports learning in ways that plain text or audio alone cannot. The images make abstract facts more concrete, for example, viewers can actually see how large a blue whale is in comparison to a boat. The sounds help set the mood and highlight emotional points, such as the danger of extinction. Multimodality also helps reach different types of learners, including visual and auditory ones, making the information more accessible and memorable.

In this way, the video is not only educational but also emotionally engaging, encouraging viewers to care about marine life and environmental issues. The analysis shows that videos like *Blue Whales* are a good example of how science can be explained to the public in a simple and engaging way. The balance of correct language, emotional appeal, and strong visuals helps make learning easier and more enjoyable. YouTube, therefore, plays an important role in science education, especially for younger audiences or those outside traditional classrooms.

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COMPLICITY IN A CRIMINAL OFFENSE, THE SUBJECT OF WHICH IS A SPECIAL SUBJECT: ESSENCE AND PROBLEMS OF CRIMINAL LAW ASSESSMENT

The modern criminal law doctrine of Ukraine defines complicity in a criminal offense as one of the most complex institutes of criminal law. No less complex is the issue of complicity in a criminal offense which has a special subject. The relevance of the study is related to the growing level of organized crime which involves the use of special subjects to achieve criminal goals.

The purpose of the study is to determine the peculiarities of complicity in criminal offenses with special subjects in the context of the concept and peculiarities of complicity in a criminal offense with special subjects, taking into account the types of accomplices and forms of complicity, as well as the problems of their criminal law assessment.

To achieve this goal, the author set the following tasks: to study the concept of complicity in a criminal offense with a special subject matter; to determine the specific features of complicity in a criminal offense with a special subject matter,

taking into account the type of accomplice and forms of complicity; to study the issues of criminal law assessment of complicity in a criminal offense with a special subject matter.

The object of the study is complicity in a criminal offense. The subject of the study is the peculiarities of complicity in a criminal offense with a special subject matter and the issues related to their criminal law assessment.

Complicity in criminal offenses with a special subject has significant features depending on the type of accomplice. In criminal offenses with a special subject, only persons with the relevant characteristics can be perpetrators, while organizers, instigators and aiders may not have a special status.

Regarding the forms of complicity in criminal offenses with a special subject, the following should be noted in simple forms of complicity, a group of persons and a group of persons by prior conspiracy consists of performers (co-perpetrators), and in complex forms of complicity, there are such accomplices as organizer, instigator or aider and abettor, therefore, in all criminal offenses with a special subject committed by a group of persons by prior conspiracy, an organized group or a criminal organization, only one performer (co-perpetrator) with the characteristics of a special subject is required.

Criminal law assessment of complicity in criminal offenses with a special subject depends significantly on the construction of the objective side of the offense and the form of complicity. Acts committed in complicity with a special subject are qualified with reference to Articles 27 and 28 of the Criminal Code of Ukraine

To summarize, the concept of complicity in a criminal offense with a special subject can be derived with due regard for the definitions of three concepts: complicity in a criminal offense, a criminal offense with a special subject and a special subject of a criminal offense. Thus, complicity in a criminal offense with a special subject is the intentional joint participation of several subjects of a criminal offense, at least one of whom has the characteristics of a special subject, which is reflected in the relevant disposition of an article or part of an article of the Special Part of the Criminal Code of Ukraine or which follows from the wording of other

characteristics of the elements of this criminal offense, in the commission of an intentional socially dangerous criminal offense (action or inaction).

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ACQUISITION OF OWNERSHIP RIGHTS TO NEWLY CREATED PROPERTY AND UNDERC ONSTRUCTION OBJECTS

An integral element of the system of social relations is the institution of ownership, with which the law associates the emergence of rights to specific property for certain individuals. Civil law norms regulate the grounds for the emergence of the owner's powers. At the same time, one of the most complex issues in this area remains the recognition of ownership rights to newly created property and objects under construction, which have a special legal status and differ from other types of real estate.

The relevance of the research topic is due to the significant role of ownership rights in the legal system of Ukraine and the need to regulate relations related to the acquisition of ownership rights to newly created property and objects under construction. In modern economic conditions, the number of cases where individuals and legal entities face problems with the legal registration of such objects is increasing.

General scientific and special research methods are used in the work. In particular, the method of analysis and synthesis is used to systematize legal norms; the historical-legal method is used to study the evolution of legal regulation; the formal-logical method is used for the interpretation of legal norms and the analysis of judicial practice.

Ownership rights to newly created property arise for a person from the moment the thing is created, unless otherwise provided by contract or law. This provision is based on the general norm of Article 331 of the Civil Code of Ukraine, according to which ownership rights to a new thing arise for the person who created it, provided that the requirements of the law are met, in particular regarding land rights, building permits, and the commissioning of the object. This approach ensures a balance of interests between the state, landowners, investors, and developers.

The legal status of objects under construction, which by their nature are a transitional category between newly created and completed immovable property, deserves special attention. Such objects have both general characteristics of real estate (strong connection with the land, impossibility of relocation without loss of properties) and special ones (the need to comply with permitting documentation). This determines the specifics of their legal regime, which requires a separate legal approach to the acquisition, registration, and protection of ownership rights. The legal regime of an object under construction applies to a real estate object that has not been commissioned but complies with the provisions of the design and estimate documentation at a specific stage of construction and represents a certain percentage of completion. Under such conditions, it cannot be considered that the client is the owner of the materials, equipment, etc.

As a result of the conducted research, it can be concluded that the acquisition of ownership rights to newly created property and objects under construction is an important component of the civil law system of Ukraine. It plays a key role in regulating property relations, especially in the context of dynamic economic development, active construction, investment, and the expansion of property turnover. Therefore, the institution of acquiring ownership rights to newly created property and objects under construction is dynamic, important, and in need of further improvement. Its effective functioning should ensure a balance of public and private interests, promote the development of the construction sector, the real estate market, and the protection of owners' rights. Improving the legislative framework and ensuring proper state registration are the main directions for the further development of this area.

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NARRATIVE JOURNALISM IN THE DIGITAL AGE: MODERN STORYTELLING TECHNIQUES

Problem Statement. Long-form journalism undoubtedly faces the risk of becoming obsolete because of an era of short content, fleeting reader attention, and perpetual scrolling. The digital age, however, causes not only significant challenges

and obstacles to narrative journalism but also presents unprecedented opportunities through innovative tools and technologies. Journalists are now able to engage readers and viewers through multimedia, interactive design, and immersive storytelling techniques. In this study, we examine and explore the paradox of narrative journalism in the digital age: in what ways can extensive, detailed stories survive – and indeed thrive – when audiences demand brevity?

Objectives. This study seeks to explore the various aspects of the revival and enhancement of narrative journalism.

It is essential to investigate the advanced storytelling techniques used by journalists to attract the attention of audiences who actively interact with digital technologies and spend a substantial amount of time in online environments, to achieve this objective.

Our study focuses on the ways in which the structure and delivery of long-form reporting transform, influenced by the incorporation of multimedia elements, interactive features, and other cutting-edge technologies. Moreover, it examines the effects of these innovations on reader engagement, emotional connection, and responsiveness, as well as their broader impact on public understanding of the subject matter, social resonance, empathy, and trust in the media.

Additionally, the study aims to offer practical strategies for journalists, enabling them to create plausible, engaging, and meaningful long-form content suited to digital platforms where the ability to swiftly capture and sustain consumer attention is of critical importance.

Methods. For this study, it is necessary to conduct a comparative analysis of award-winning digital stories from major newsrooms (The New York Times, BBC, Vox, National Geographic). These examples clearly demonstrate interactive timelines and infographics, visual narratives, media content, and podcast-based stories. We also studied and evaluated data on user engagement, platform analytics, and audience feedback. Materials and books on media psychology and the concept of digital storytelling provided the theoretical basis for this study, informing interpretations of the impact on audience cognition and attention.

Results. The research results show that narrative journalism not only survives but also evolves with the help of digital tools. Interactive design, multimedia layering, and emotionally charged narratives help to significantly increase the level of engagement and retention of readers' attention. Long stories offering an immersive experience (audio, animation, and scrolling) tend to evoke a deeper emotional resonance and trust. Younger readers, who are often considered uninterested in long reads, are highly engaged when stories are adapted to their reading behavior and visual preferences. And It is a crucial point.

Conclusions. Despite the fact that short and fast content is now increasingly dominant, narrative journalism remains vital for in-depth coverage of events and for establishing and promoting public understanding. The key to its flourishing lies in adaptation: journalists must learn how to use digital storytelling tools, making long-form content more accessible, interactive, and emotionally powerful. In the era of a constantly evolving media environment, storytelling is and will remain one of the most powerful tools for journalists. However, its effectiveness should be supported by creative and conscious use, aimed at meeting the desires and habits of the modern audience.

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FEATURES OF PROVISION OF ADMINISTRATIVE SERVICES THROUGH THE SINGLE PORTAL OF STATE SERVICES "DIYA" IN MODERN CONDITIONS

Problem statement. The modern world is characterized by the rapid development of technologies, globalization and constant changes. These processes have not bypassed the sphere of administrative services (Digitization, n.d.). Digitalization, decentralization and citizen orientation are becoming key directions of development of this sphere. Administrative services are part of our life, the "documentary basis" of human existence, therefore the possibility of their provision online is very relevant. In my opinion, one of the most important conditions for effective reform of state institutions and public authorities in the conditions of digitalization is e-governance, the purpose of which is to create a mechanism for improving the efficiency of work of state authorities with citizens, enterprises and other institutions in order to reduce time and money. As of today, most Ukrainians cannot imagine a day without "Diya" (Electronic archive, n.d.).

Methods. In my work, such research methods as analysis, synthesis, generalization, comparison, abstraction and concretization, induction, deduction were used. Let's start with the fact that through analysis, I learned how it all began: in May 2019, the President of Ukraine voiced the idea of a "state in a smartphone", according

to which one could communicate with the state and participate in its governance using a phone, and in June of the same year, plans were announced to launch electronic identification in a smartphone and transfer 90% of public services online. To this end, in particular, interaction was initiated with Estonia, which already had extensive experience in e-government (Digitization, n.d.).

Results. As of today, this electronic portal provides for the implementation of a number of projects, including the introduction of digitalization in the work of state authorities - the ability to make effective management decisions; the search for best practices; the ability to exchange standardized documents between authorities and ASCs; reducing corruption risks at all levels and in all areas; the procedure for monitoring and openness of state institutions and government officials (serves the participation of the population in the management and analysis of decisions made); the ability to receive administrative services during the quarantine period.

As for the new features, during martial law, namely from September 9, 2024, Ukrainians can get married via video call via this portal and decide whether to keep their own, take their partner's surname, or make a double one. The application covers the entire process of marriage registration – from submitting an application to marriage, so now the newlyweds do not need to waste time traveling, searching for free dates in institutions, and worry about bureaucracy.

Conclusions. "Diya" has become exactly the project that demonstrates how technologies can improve people's lives and the efficiency of public administration. However, for further development, it is necessary to solve existing problems and constantly improve the platform. "Diya" is a vivid example of how digital transformations can change the country for the better. Let us also remember that the future of the state lies not only in scientific, but also in digital progress. Bringing Ukraine to the international digital arena is the task of digitizing administrative services.

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DECONSTRUCTING GENDER ROLES THROUGH FEMINIST LITERARY CRITICISM IN "*LESSONS IN CHEMISTRY*"

The relevance of this topic lies in the urgent need to reconsider the role of women in both society and literature, particularly in the context of traditional gender stereotypes. *Lessons in Chemistry* by Bonnie Garmus serves as a compelling example of a literary work that challenges entrenched conceptions of female identity, questioning dominant cultural representations of what is thought to be "feminine" and "masculine" (Butler, 1990). Through its narrative structure, the author portrays the inner strength, rationality, and scientific potential of women as a counter-narrative to patriarchal norms.

Feminist literary criticism, which emerged at the intersection of philosophy, sociology, psychoanalysis, and literary studies, has become one of the key methodologies for deconstructing gender roles within literary texts. Its primary aim is to explore how literature reproduces, reshapes, or subverts patriarchal worldviews. Central to this approach is the analysis of linguistic, stylistic, and narrative strategies that contribute to the representation of female subjectivity (Gamble, 2018; Gill, 2007).

Gender, as a socio-cultural construct, dictates the expected behaviors of men and women, shaping stereotypes that are perpetuated through language, literature, and social conditioning (Scott, 1986). In literary discourse, these stereotypes frequently reinforce female subordination or marginality, while attributing agency, leadership,

and rationality to male characters. Such cultural patterns are sustained by the traditional literary paradigm (Gamble, 2018).

Garmus's novel, presents a deliberate literary resistance to these norms. The protagonist, Elizabeth Zott, embodies the struggle against imposed expectations – both professionally and personally. She is a chemist, a scientist, a television presenter, a mother, and a woman who refuses to conform to predetermined roles. We can say that her character constructs a new model of female identity, which is free from cultural limitations traditionally assigned to women.

Feminist criticism allows this text to be interpreted as a form of narrative and linguistic resistance. Garmus employs techniques characteristic of feminist writing, including irony, the deconstruction of binary oppositions, and the reevaluation of linguistic markers of power. The author demonstrates how language not only reproduces but also dismantles gender hierarchies. For instance, the protagonist's interactions with her male colleagues, her responses to condescension, and the institutional sexism within the scientific community all articulate a critical stance toward the cultural backdrop of the 1950s and 1960s – a context that, despite its historical distance, remains strikingly relevant today.

Lessons in Chemistry stands as an example of contemporary women's literature that not only represents female experience but also actively contributes to the construction of new ways of thinking about female subjectivity. In this way, the literary text fulfills a dual function aesthetic and social and it serves as a vehicle for the reevaluation and transformation of societal perceptions of gender.

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NEGLIGENCE IN THE DRAFT OF THE NEW CRIMINAL CODE OF UKRAINE

The subjective side, which is one of the four elements of a criminal offence, is dealt with in Section 2.4 of the draft new Criminal Code of Ukraine (hereinafter – the CC of Ukraine). When comparing the provisions of the current CC of Ukraine and the draft new Criminal Code of Ukraine (hereinafter – the Draft), it is first of all worth noting the differences in terms. While the current CC of Ukraine uses the term ‘criminal negligence’, the Draft uses the term ‘negligence’. Part 1 of Article 2.4.5 defines the signs of negligence formulating the definition of this type of guilt. Therefore, it follows from the analysis of the above that, unlike the signs of criminal negligence, which are given in Article 25 of the current CC of Ukraine, i.e. those that relate only to socially dangerous consequences, the Draft enshrines another intellectual sign of negligence, which relates to the person's act itself and consists in the fact that the person “understood the actual circumstances of his/her unlawful act or omission” (Текст проєкту нового Кримінального кодексу України, 2025).

The doctrine of national criminal law, even before the development of the Draft, put forward various positions regarding the attitude of a person to an act of criminal negligence. Some scholars believe that in the case of a criminal offence with such a type of fault as criminal negligence, a person does not realise the socially dangerous nature of his or her act. This approach is supported, for example, in one of the scientific and practical commentaries to Article 25 of the Criminal Code of

Ukraine (edited by V.Y. Tatsiy and others) (Кримінальний кодекс України, 2013, c. 87).

Another opinion is widespread in the scientific literature (R.V. Veresha, T.O. Paklina) which, on the contrary, is that the person is aware of the social danger and unlawfulness of the act (Вереша, 2011, c. 93-94), (Пакліна, 2018, c. 66-67).

Neither of these approaches is enshrined in the Draft, which, as noted above, in the context of a person's attitude to the act, establishes a feature consisting in understanding the actual circumstances of his/her unlawful act or omission, while the awareness or lack of awareness of the socially dangerous nature of the act is not mentioned, since the concept of "social danger" is generally absent in the Draft.

Part 2 of Article 2.4.5 of the Draft establishes what may trigger a person's obligation to foresee the consequences of his/her act, namely: "1) requirements of the law or a court decision; 2) position, profession or type of activity; 3) contract or 4) ordinary rules of prudence" (Текст проєкту нового Кримінального кодексу України, 2025).

Thus, the regulation of negligence in the Draft is more comprehensive and sophisticated. Enshrining in the new Criminal Code of Ukraine such a feature as a person's understanding of the actual circumstances of his or her unlawful act or omission will contribute to the formation of a unified approach to the attitude of the subject to the act of negligence and will affect the stability of judicial practice. At the same time, the establishment of an exhaustive list of circumstances in which a guilty person is obliged to foresee the consequences of his or her act will eliminate the possibility of ambiguous interpretation of the objective criterion of fault.

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METAPHOR AS A TOOL OF MANIPULATIVE INFLUENCE IN MODERN ENGLISH-LANGUAGE ADVERTISING

In today's communicative space, advertising serves not only as a channel for disseminating information but also as a tool of subtle psycholinguistic influence on the consciousness and behavior of the consumer. A significant role in exercising this influence is played by metaphor, which, going beyond an aesthetic device, performs a strategic persuasive function, shaping attitudes, orientations, and even behavioral patterns of the target audience. Its use in English-language advertising acquires features of deliberate manipulation, realized through the metaphor's ability to project abstract or complex concepts into comprehensible, often emotionally charged, imagery. In theoretical discourse, this capacity is interpreted through the lens of conceptual metaphor (Hosney, 2011), which entails the cognitive structuring of one domain of experience in terms of another.

An analysis of the lexico-semantic devices employed in English-language advertising reveals a trend toward the purposeful creation of *eye-stoppers* – lexical markers of heightened semantic intensity. These include neologisms that evoke impressions of novelty, progress, and technological sophistication. In the advertising slogans of the "Ev EcoCharge" company (EEC, URL), there is clear intent to

construct a metaphorical image of the future, where terms like “quick-charge” or “solar charging” function as markers of a modern lifestyle. Such vocabulary appeals to notions of mobility, self-sufficiency, and sustainable development, thus fulfilling not only an informative but also an ideological function.

Linguistic constructions that draw on background knowledge operate as manipulative tools by activating stereotyped cultural meanings. Slogans such as “Just Do It” (Nike, URL) or “Bring Your Game” (Nike, URL) appeal to entrenched concepts of action, willpower, and competition. These metaphors are cognitively accessible and emotionally saturated, making them ideal instruments of influence. The phrase “There Is No Finish Line” (Nike, URL) conceptualizes life as an endless race or quest, where perpetual motion becomes the norm – thus imposing a certain ontological stance. This form of representation is aimed at reinforcing an intensified mode of existence that subconsciously promotes the value of constant self-improvement and, consequently, the necessity of continual consumption of corresponding products.

Gender-marked metaphorical images also carry a strong cognitive and pragmatic load, serving as instruments for constructing a desirable social “self.” Advertising phrases such as “a fragrance that embodies elegance and grace” (Chanel, URL) or “a scent that reflects strength, power, and confidence” (Chanel, URL) reproduce sociocultural archetypes of femininity and masculinity, which form the basis for the behavioral strategies of consumers. In such cases, the metaphor not only conveys emotional content but also embeds itself within a value system reinforced by aesthetic appeal, rhetorical generalization, and cultural resonance.

Thus, metaphor in English-language advertising is not merely a decorative element but a powerful tool of manipulative influence. It contributes not only to the semantic enrichment of the text but also to the cognitive interpretation of the message, which is oriented toward the emotional and behavioral response of the addressee. Its effectiveness in advertising discourse is driven by the universality of metaphorical thinking, which allows for the fusion of the abstract and the concrete,

the pragmatic and the emotional – ensuring effective influence across the cognitive, affective, and behavioral domains of the audience.

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LINGUISTIC-STYLISTIC FEATURES OF TRAVEL BLOGS: VOCABULARY AND STYLISTIC MEANS OF EXPRESSION

In the modern digital age, travel blogs have become one of the most popular and influential media genres, attracting a vast global audience. These blogs not only inform readers about various travel destinations but also emotionally engage them, creating a sense of closeness and personal presence of the author in the events being described. It is the lexical and stylistic features of travel blog texts that form this effect, as they define not only the style and tone of the text but also its perception by the audience. It is important to note that while the study of the linguistic features of travel blogs has remained on the periphery of linguistic research, these elements are critically important for effective communication within this genre (Juliaty & Dita, 2021). Therefore, this study will undertake a linguistic-stylistic analysis of the texts of popular English-language travel blogs “Adventurous Kate” (AK) and “The World Travel Guy” (TWTG), with a particular focus on lexical features and stylistic means of expression that contribute to their emotional and communicative effectiveness.

A key lexical feature of travel blogs is the active use of colloquial language, slang, and expressive units, which give the text an informal character and help establish a close emotional connection with the audience. This makes the texts more accessible and creates an atmosphere of immediacy and ease, which is crucial for achieving the emotional engagement of the reader. A text that appears clear and lively, where the author directly addresses the reader, increases the likelihood that the audience will perceive it as part of their own experience. One of the most expressive elements of such vocabulary is the use of abbreviations and informal expressions. For instance, in the blog "TWTG", expressions like "I'm shaking the dust of this crummy little town off my feet and I'm gonna see the world" (TWTG, URL), where the phrase "crummy little town" together with the abbreviation "gonna" creates an effect of detachment and a desire to break free from limited conditions, enhancing emotional expressiveness. Another example: "Who's gonna do that?" (AK, URL), where the abbreviation "gonna" gives the expression a colloquial tone, making it more informal and emotionally expressive.

Equally important is the use of specific travel slang, which has developed as a result of the globalization of travel culture. Expressions such as "summer vibes", "beach vibes", or "Bali belly" are actively employed by authors to create an image and atmosphere. For example, the phrase "Penida Colada: This was one of the first great restaurants on the island, with a big menu, beach vibes, good food and good presentation" (TWTG, URL) conveys a sense of carefreeness and tranquility characteristic of beach vacations through "beach vibes". On the other hand, the term "Bali belly" (stomach upset in Bali) used in "TWTG" serves as a lexical tool to reflect the specific experiences of travelers, immersing the reader in the context of travel culture.

Stylistic devices used in travel blog texts play a crucial role in creating emotional impact and enhancing the expressiveness of images. Metaphors, hyperboles, and personification are important tools that help intensify the visual and emotional effect of the texts. Metaphors are particularly effective in transporting the reader into a world of fantasy and emotion. For example, the metaphor "The world is

a book, and those who do not travel read only a page" (TWTG, URL), where the world is compared to a book, emphasizes the idea that travel opens new chapters of life. Additionally, the use of personification, as in the phrase "The mountains are calling and I must go" (TWTG, URL), attributes human qualities to nature, making it "call" the traveler, which strengthens the image of a romantic and inevitable journey.

At the same time, hyperboles are often used to convey emotional states, astonishment, or surprise. In the phrase "Oh my God, we were FURIOUS" (AK, URL), the use of capital letters in the word "FURIOUS" amplifies the emotional intensity, emphasizing the author's enormous anger or outrage. Another example of hyperbole can be found in the expression "That's crazy! Happy hour isn't even legal in Massachusetts!" (AK, URL), where "That's crazy!" reflects surprise and enhances the effect of the described events, giving the expression vivid emotional expressiveness.

Thus, the lexical and stylistic features of travel blog texts contribute to the creation of emotionally rich and informative content. The use of colloquial vocabulary, slang, expressive expressions, and stylistic devices such as metaphors, hyperboles, and personification allows the author to achieve a high level of emotional engagement with the reader, forming a close connection with their perception. These elements not only serve the function of informing but also help to create the atmosphere of a journey, which is an essential part of modern travel discourse.

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"LESSONS IN CHEMISTRY" AS A MANIFESTO AGAINST GENDER INEQUALITY: LITERARY IMAGES AND SOCIAL CRITIQUE

Literary images shaped under the influence of gender stereotypes not only serve as a mirror of the traditional social model but also fulfill an important ideological function. They either reinforce established notions of femininity and masculinity or challenge them by questioning outdated and restrictive behavioral norms (Beauvoir, 1949). Researchers emphasize that such stereotypes in literature are often used to justify inequality, limiting the role of women exclusively to the private sphere and diminishing their social status. At the same time, the development of feminist ideas and emancipation movements has contributed to the creation of new literary images. And they are strong, independent women who defy traditional narratives and symbolize progress toward equality (Makeiev & Symonchuk, 2014).

Mass literature reflects both conservative and innovative approaches to the interpretation of gender roles, thereby possessing the ability not only to mirror social changes but also to inspire them. In the 20th century, the efforts of feminist writers, including Simone de Beauvoir, Virginia Woolf, and Margaret Atwood, significantly expanded the horizons of female characters. They created portrayals of women striving not only for autonomy and professional realization but also for the active defense of their rights in a world that systematically denied them the opportunity to be heard and recognized. Their works showcased the inner strength of heroines and their aspiration for equality, thereby challenging traditional models of femininity.

In the second half of the 20th century, amid modernization processes, it seemed that society was moving toward overcoming gender inequality. An illusion of equal opportunities for men and women in professional, educational, and social spheres emerged. However, the realities of the 21st century revealed a different picture:

despite the achievements of the past, gender inequality remains a persistent problem that manifests across various aspects of life, including mass culture and literature. Literary texts continue either to reproduce existing gender hierarchies or, conversely, to transform them by proposing new models of social interaction (Kutsenko, 2000).

In this context, the study of gender relations within the scientific environment through literary texts becomes particularly significant. Bonnie Garmus's novel *Lessons in Chemistry* serves as a vivid example of literary reflection on the theme of gender inequality (Myronyshena, 2025). Through the character of the protagonist, Elizabeth Zott, the author deeply explores the difficulties faced by women in the scientific field during the 1960s (Garmus, 2022). The novel demonstrates that even with a high level of professional competence, a woman is forced to engage in continuous struggle for the recognition of her intellect and professional achievements.

In the novel, gender relations are portrayed as systemic discrimination: the scientific environment is depicted as a space dominated by masculinity, where women are presumed to be less competent by default. The plot, conveyed through a retrospective narrative, clearly illustrates the androcentric nature of the academic community at the time. From her postgraduate studies onward, the main character encounters distrust in her abilities, unequal access to resources, and limited opportunities for publication and career advancement (Garmus, 2022).

The scientific environment in the novel is presented as a place where a woman's success is often the result of her ongoing struggle and forced self-realization in hostile conditions. The attribution of male dominance is reflected in the factual control men exercise over key aspects of scientific activity. Frequently, women's achievements are either appropriated by their male colleagues or devalued, leading the heroine to experience persistent feelings of professional humiliation and the necessity to constantly prove her worth at every stage.

Thus, *Lessons in Chemistry* is not merely a fictional portrayal of a woman's personal struggle for her place in the scientific world; it also functions as a feminist manifesto calling for the rethinking of traditional academic culture. The novel emphasizes the necessity of overcoming gender discrimination and ensuring equal

opportunities for women in research, highlighting the importance of support, recognition, and the active inclusion of women in scientific activities.

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EMOTIONAL INTELLIGENCE

Problem Statement. For quite a long time it was considered that high IQ level, logical and analytical thinking, good memory are the main characteristics for

humans to maintain and develop in order to be successful. However, it turns out that there is even more significant skill, the ability that affects every area of a person's life, including career success, human relationships and well-being in general. And that's the essential role of Emotional Intelligence (EI or EQ). Despite high intellectual capacity, many individuals still struggle to communicate effectively. Managing own emotions, working in a team and leading it as well, connecting real deep connections with others are just impossible successfully to access without enhancing EI. Conversely, a developed emotional intelligence opens doors to a world of possibilities, quality learning, communication and resiliens.

Objectives: The main objectives of the study are to define the concept of emotional intelligence, to investigate its components. Furthermore, to emphasize the importance of EI, point out the ways to improve it in the context of personal development.

Methods: The concept of EI was popularized and deeply explored by Daniel Goleman and fundamentally described in his book: “Emotional intelligence: why it can matter more than IQ”(1994), although, as it is known, the term was used a long before. So, the main source of research is that exact book. Besides, reflections and observations are also involved.

Results: The theoretical foundation of emotional Intelligence is interrelationship between emotions, cognitive processes, and social behavior. The concept reconciled what had been seen as two opposites: our feelings and our reasoning

A high level of emotional intelligence significantly enhances effective communication. Such things as improving the understanding of nonverbal cues, upgrading active listening, and facilitating conflict resolution in diverse social settings..

The impact of emotional intelligence on leadership and management are also crucial. Leaders with high emotional intelligence build trust, inspire teams, and effectively manage the emotional climate within organizations.

Emotional intelligence makes possible supporting adaptation to rapidly changing conditions, likewise psychological resilience and management of stressful situations.

Conclusion: Now it is clear that enhancing emotional intelligence should be a priority in both educational and professional settings. Eventually, EI begins with self-awareness - the ability to tune in to your feelings, thoughts, and actions, to recognise and interpret your own emotional states. Also that is about being able to recognize how other people see you. This awareness allows one to understand the deeper causes of feelings and to respond thoughtfully instead of reacting impulsively. Consequently, the individuals who practiced self-reflection or mindfulness showed significantly higher EI scores.

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TERMS IN CIVIL LAW

Since time limits belong to those categories that permeate the entire life of participants in any legal relationship, understanding and properly applying the

concept of time becomes highly significant – not only as a measure for evaluating social processes and phenomena but also as a means of purposeful regulation of human activity. In legal norms, which serve as instruments for influencing human behavior, it is not the philosophical category of "time" that is used, but the legal concept of a "term" or "time limit" – as a defined period. Such a time limit does not exist independently; it always carries specific consequences. With its arrival or expiration, the law connects the emergence, alteration, or termination of legal relationships. The validity of laws themselves is also limited in time. Time limits discipline the participants of legal relations and ensure clarity and certainty in the rights and obligations of the subjects involved.

The purpose of the study is to analyze the legal nature, types, and features of the application of time limits in the civil law of Ukraine.

In the study of time limits in civil law, various methods may be employed, including: identifying the characteristics that distinguish time limits from other time-related categories in civil law; analyzing the types of time limits provided for in the Civil Code of Ukraine; and examining the procedure for calculating time limits in civil law.

Time limits and terms in legal science are elucidated and characterized by legal norms. Depending on the affiliation of these norms to a specific branch of law, time limits can be classified based on the type of legal relations they create. Time limits and terms, as extremely important legal categories, are enshrined in civil legislation in order to regulate the time aspects of civil legal relations. The legislative establishment of time limits (terms) raises many issues during their application, theoretical definition, and calculation. As a legal form, these categories direct the will and behavior of participants in social relations towards achieving set goals, providing the ability to accurately define the time boundaries for the exercise and protection of civil rights, especially when such rights are violated.

Civil procedural time limits, as an institute of civil procedural law, perform a number of key functions aimed at regulating, safeguarding, and protecting the procedural rights and obligations of participants in the civil process. Their functional

purpose is not limited to this and may include additional aspects, such as economic, political, and social dimensions. In particular, civil procedural time limits perform a regulatory function, aimed at establishing time boundaries for the implementation of procedural relations and the performance of specific procedural actions.

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WAR CRIMES: KEY CONCEPT, FEATURES AND ISSUES OF LAW ENFORCEMENT

Problem Statement. War crimes under Article 438 of Ukraine's Criminal Code gained unprecedented relevance during russia's armed aggression, beginning with Crimea's 2014 annexation and escalating to full-scale invasion in 2022. This conflict revealed critical gaps in war crimes regulation. The Article's blanket nature, referencing international legal acts without specifying crime elements, created serious challenges for law enforcement and courts. Therefore, correctly interpreting "other violations of laws and customs of war" has become crucial, as proper application directly affects both legality and inevitable punishment principle.

Objectives. The purpose of this research is to reveal the concept, features and legal nature of war crimes under Article 438, also to analyze the correlation between national criminal law and international law in the qualification of war crimes.

Methods. Initially, we have analyzed different approaches to the definition of this concept in the doctrine of national and international law. Then, we have studied the historical sources of the concept of war crimes, starting with the Statute of the Nuremberg International Military Tribunal of 1945. After that, we have researched the amendments to Article 438 of the Criminal Code of Ukraine adopted in October 2024 in the context of the implementation of international criminal law and identified the main features of war crimes. To investigate the correlation between national and international law, we have studied the practice of the International Criminal Tribunal for the former Yugoslavia and applied the principle of friendly treatment of international law.

Results. Thus, our analysis of the issue reveals that neither Ukrainian Criminal Code nor other legal acts define «war crimes». Based on our analysis, they represent serious violations of international humanitarian law committed during armed conflict against protected persons or fundamental warfare principles, primarily with intent.

For interpreting Article 438, reference must be made to the Rome Statute, 1907 Hague Convention, 1949 Geneva Conventions with protocols, 1954 Hague Cultural Property Convention, and weapons prohibition treaties. Importantly, only serious violations with significant humanitarian consequences constitute war crimes. Our research indicates that references to “violations of laws and customs of war” extend beyond grave breaches to include other serious violations meeting criteria similar to those developed by the Yugoslavia Tribunal. Additionally, Ukraine’s 2024 Rome Statute ratification creates opportunities for harmonizing national legislation with international criminal law, particularly Article 8 is comprehensive war crimes list.

Conclusions. The relationship between national and international law in war crimes qualification is a complex issue requiring a systematic approach. The blanket nature of Article 438 of Ukraine's Criminal Code creates application challenges while providing normative flexibility. Moreover, for effective implementation, it is

necessary to consider international legal acts, the practice of international courts, and balance legal certainty with comprehensive qualification. Establishing contextual elements of war crimes is crucial: acts committed within armed conflict and the perpetrator's awareness of these circumstances. Proper application of this provision is critical for ensuring legal and just punishment for the occupiers.

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LEXICAL AND GRAMMATICAL FEATURES OF CLICKBAIT HEADLINES

Clickbait headlines are headlines that deliberately use manipulative techniques to stimulate interest and attract as many views as possible. They typically exploit psychological mechanisms such as curiosity, emotional response, or the fear of missing out (FOMO) on important information (Hlushko, 2023).

Clickbait headlines have a significant impact on user behavior online, stimulating engagement with content. Through psychological and cognitive mechanisms, such headlines create expectations, provoke emotional reactions, and push users to click. However, their influence goes beyond mere interaction; they also affect information perception, trust in the media, and even change audience information habits.

First and foremost, clickbait evokes emotions. It may trigger surprise, shock, anger, humor, curiosity, or anxiety. It is through this emotional stimulation that a person clicks on a link, even if they had no initial intention to do so. Users are drawn to headlines that promise something unexpected or exciting, even if the actual content does not meet expectations. However, this practice also has negative consequences.

One of the first consequences of regularly consuming clickbait content is a gradual decline in trust towards the media. A study conducted by the University of Missouri found that audiences repeatedly exposed to exaggerated or misleading headlines begin to perceive the source as less reliable (Hurst, 2016). This experience not only harms specific media outlets but also fosters general news apathy and reduces media literacy. If readers encounter deceptive headlines often enough, they start losing trust and feel disappointed when they realize there is nothing significant behind the flashy titles.

It is also common for clickbait to create a distorted view of reality, often exaggerating or focusing on sensational but insignificant events. This creates the illusion that the world is full of tragedies, scandals, or shocking situations more than it actually is. Such a distorted perception of reality can heighten anxiety, diminish critical thinking skills, and lead to false understandings of societal processes.

Another issue is the dependence on “light” information products. Quick, superficial content, which clickbait typically represents, gradually fosters addiction. People stop seeking in-depth, analytical materials and instead consume only “lightweight” headlines. This threatens to lower society’s overall level of awareness, which is particularly dangerous in a democratic environment where informed citizens directly impact decision-making quality.

Special attention should be given to the use of clickbait in political contexts. Here, it becomes a tool of manipulation: it is used to discredit opponents, spread fake news, or exaggerate achievements. In the context of election campaigns, research presented at the ACM Internet Measurement Conference revealed the use of clickbait techniques in political advertising, such as "bait-and-switch" ads disguised as public opinion polls (Zeng, Wei, Gregersen, Kohno, & Roesner, 2021). This misleads voters and undermines trust in the political process. Such practices violate journalistic ethical standards and significantly damage the objectivity of the information space.

Despite all these threats and drawbacks, clickbait can also have a positive side – provided it is used wisely. When a flashy headline truly leads to deep and valuable content, it can be an effective way to draw attention to important social or scientific topics. One example of effective clickbait usage is the media platform Upworthy. It became known for headlines that evoked emotions and curiosity, yet consistently offered meaningful content aimed at raising awareness of social issues. This approach allowed Upworthy to engage millions of users and promote positive societal changes. For example, the headline "This Amazing Kid Got To Enjoy 19 Awesome Years On This Planet. What He Left Behind Is Wondtacular" (Mordecai, 2013) drew attention to the story of a teenager with terminal cancer, gathering over 15 million views and helping raise over $750,000 for cancer research. In such cases, clickbait not only fulfills its attention-grabbing function but also brings real value to the audience.

Thus, clickbait is not merely a tool for attracting clicks. It is a phenomenon with a complex psychological nature and profound influence on user behavior, trust in media, and even societal perception of reality. Its use demands caution, responsibility, and an understanding of both its potential and its risks.

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FORMING ENGLISH GRAMMAR SKILLS IN 9TH GRADE STUDENTS WITH THE USE OF TIKTOK

Such scientists as Melvin Murdliana, Nurissaadah, Afifatul Khoiriyah, Elly Tri Suryati, Venny Eka Meidasari, Mashadi Said, Ariel Ursolon Bosque, Divine Cabiles Pagal share the idea that we can teach pupils with TikTok (Anggarini, Murdliana, Nurissaadah, Imansari, Khoiriyah, & Masruroh, 2023).

Some students have a wrong perception about grammar, thinking it is too hard or even omitting the importance of it at all. Certainly in case they do not develop grammatical competence they will face serious obstacles in forming even the easiest language structures. In order to prevent such from happening we might use some tools that would be working for nowadays generation.

Pupils are taught programming in Minecraft. It helps them understand basic coding. How can we use something that gives pleasure to students as a teaching tool? It is possible with step-by-step program and the use of communicative method.

TikTok is a place where we can find talking videos. They are also called vines. Such videos are targeted at giving pleasure. Cartoons have the same goal despite being art as well. Many English native speakers create talking videos making a huge variety of choice of accents, variants like British or American, topics and ways of pronunciation. As we use cartoon excerpts during lessons, why can't we do it with TikTok videos?

In order to gain grammar skills a learner is offered to watch videos with subtitles, which has to be mandatory. The videos should vary on topic of discussion, but the main goal is to find such ones that would include needed grammar. These videos are expected to be shown to students.

We suggest the utilizing of funny videos with natives making jokes or just discussing topics. Such videos bear precise grammatical structures in the contexts. The use of context is really helpful as exactly this gives the idea and understanding of the patterns we can use. It works just like in childhood when newborns listen to everything and somehow start talking grammatically correct. They do not learn the grammar; they are immersed into the language. This is what we need here. With help of dopamine that works as a memory tool for us as we use it to connect pleasurable video watching with learning. Students are offered to watch what they are interested in during classes and on their own. Surely it is possible to say we need more practice. So, showing pupils the way they can study themselves will motivate them to take action.

A2 is a level when it is very easy to get familiar with daily use words that native speakers use in their videos and life. Such patterns are nearly equal to the level of language proficiency of B1. Students will have the possibility to use grammar in the context creating sentences. To make it useful, a big amount of materials watched is needed. It can be provided by the motivation of students as during the study year they will notice advances in forming the grammar competence. Naturally, it may be not solid so with the help of a teacher and attention, which students pay, learners will get a formed understanding of a structure and be able to use it properly.

To sum up, we need to motivate students to watch videos giving them a topic they love with proper grammatical structure, motivate them to study themselves by immersing into the language environment with real language used, practise during classes and on their own which is the new philosophy of the Nova Ukrayinska Shkola.

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DIFFERENCE BETWEEN THE CRIMINAL OFFENCE AND OTHER OFFENCES

A criminal offence is only one type of all existing offences. Therefore, the question arises as to its place in the system of offences, and how it differs from administrative, disciplinary, civil and other offences.

This distinction is necessary for the effective functioning of the Ukrainian legal system and for the correct qualification of unlawful acts and the application of

appropriate sanctions. The importance of this issue lies not only in its theoretical aspect, but also in its practical application, since a particular type of offence entails different legal liability for the offence committed by the person.

According to Part 1 of Article 11 of the Criminal Code of Ukraine, a criminal offence is a socially dangerous guilty act (action or inaction) committed by a criminal offender as provided for by this Code.

The features of a criminal offence are: an act (action or inaction), public danger, guilt, unlawfulness, and commission of a criminal offence by a subject. The elements of a criminal offence are the object, the objective side, the subjective side and the subject. It is also worth highlighting that the absence of at least one element completely excludes criminal liability.

In accordance with Part 1 of Article 9 of the Code of Administrative Offences of Ukraine, an administrative offence (misdemeanour) is an unlawful, guilty (intentional or negligent) action or inaction that infringes upon public order, property, rights and freedoms of citizens, the established order of governance and for which the law provides for administrative liability.

A civil offence is an unlawful act or omission of a person that violates civil law or the terms of a contract, which entails the termination of the subjective civil right of another person or the creation of obstacles to its exercise, either in whole or in part, and for which a contract or law links the onset of civil liability.

An employee's disciplinary offence is a guilty unlawful action (inaction) by a person in an employment relationship that violates internal labour regulations and work duties.

As a result, the following significant differences between a criminal offence and the other described offences can be identified:

Public danger is the most significant distinguishing feature for the qualification of an offence, since a criminal offence is characterised by the highest level of public danger among all existing other unlawful acts;

Unlawfulness - although all these acts contain this mandatory feature, a criminal offence is distinguished by the fact that only criminal law, i.e. the Criminal

Code of Ukraine, contains an exhaustive list of criminal offences, unlike other offences under study, the regulatory basis for liability for which is based on different legal acts;

The object of the offence – criminal law protects a much wider range of social relations than other branches of law;

Subject of the unlawful act – only individuals who have reached the age of sixteen (in some cases, fourteen) are subject to criminal liability. The subjects of the other offences may also be legal entities, the state, etc. The age at which liability for committing unlawful acts may be imposed also differs, and disciplinary offences also require, so to speak, a special status of the subject in the legal relations in which they are involved, i.e. the subject here is an employee or civil servant.

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JURISDICTIONAL FORMS OF PROTECTION OF CIVIL RIGHTS AND INTERESTS

Problem Statement. The issue of protecting civil rights is central to the functioning of the rule of law. In Ukraine, the guarantee of civil rights and freedoms is enshrined in the Constitution, but the real safeguard lies in the availability of effective legal protection mechanisms. This paper focuses on jurisdictional forms of protection as a fundamental legal instrument to restore or prevent violations of civil rights and interests, and examines the roles of courts, administrative bodies, and notaries within this system.

Objectives. This research aims to clarify the essence and legal nature of jurisdictional forms of civil rights protection; identify and analyze their types: judicial, administrative, and notarial; outline criteria for their classification and application; reveal legislative and practical gaps in their use and evaluate the effectiveness of jurisdictional forms in resolving legal conflicts.

Methods. To achieve the goal and objectives of the study, a set of scientific methods was applied, such as: dogmatic (for analysis of legal norms), comparative legal (for classification of forms), systematic (to establish interrelations among legal mechanisms), and analytical (to evaluate practical application and identify shortcomings).

Results. Jurisdictional forms involve the engagement of state-authorized bodies in protecting civil rights. The judicial form remains the most regulated and enforceable, ensuring adversarial procedure and a binding decision. The administrative form allows for faster, non-litigious resolution through public

authorities, although often lacks adversarial features. The notarial form serves both preventive and protective purposes, enabling enforcement via executive notations and certifying actions that support rights realization. Each form operates within a structured communication framework between subjects of law and the authority involved. The research highlights how legal communication in these contexts becomes a procedural bridge for resolving or preventing rights violations. Despite their strengths, jurisdictional forms face obstacles: formality, length of proceedings, costs, and procedural rigidity – especially in judicial processes.

Conclusions. Jurisdictional forms of protection are an integral part of Ukraine's civil law system. Their diversity allows for flexibility in responding to different types of conflicts, but effective protection depends on selecting the right form in line with the dispute's nature. A modern approach should combine strict adherence to legal standards with improvements in accessibility, efficiency, and clarity of procedures — particularly under martial law and digital transformation. Ensuring the synergy of judicial, administrative, and notarial mechanisms is essential to strengthen the legal security of individuals in civil relations.

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ARTIFICIAL INTELLIGENCE IN MODERN JOURNALISM

Problem Statement. At the beginning of the 21st century, artificial intelligence (AI) has become a huge part of numerous industries, including journalism. AI-driven technologies help in content creation, data analysis, and fact-checking. This research explores the role of AI in contemporary journalism, emphasizing its practical use.

Objectives: The objectives of this research are to identify the main AI tools used in journalism today and to analyze their impact on news production processes, including content generation, editing, and audience engagement.

Methods: The study is based on an analysis of scientific literature, surveys, and case studies of AI applications in leading media organizations on the use of AI in modern journalism.

According to the study, AI can be incorporated into journalism to enhance productivity and quality. These sorts of programs help in organizing works as they facilitate outline creation, text arranging, as well as synonym-selection. Moreover, AI editing apps offer stylistic corrections and grammar changes, speeding up the revision process. There is also AI assistance in format conversion such as changing text to video or audio to reach wider audiences. AI also assists journalists in preparing infographics or visual data which improves the articles.

However, major challenges hinder AI integration, such as limited access to tools, high costs, and lack of training. Only 13% of journalists mention that their workplaces have official guidelines for using AI. Interestingly, 58% of journalists

using AI learned to use it on their own. This highlights a significant need for more training programs and guidance on using AI correctly and ethically in the field.

There are also significant concerns and risks, including the spread of misinformation and bias — particularly as most AI models are trained on Western-centric data. Journalists worry that reliance on AI might erode core reporting skills and lead to job losses due to automation (Prato, 2024; Radcliffe, 2025).

Results: Consequently, AI significantly enhances the efficiency of content production. Automated journalism tools, such as OpenAI's GPT models and Google's AI-driven search algorithms allow for the faster generation of news content. Additionally, AI-powered fact-checking tools help identify and reduce misinformation, increasing trust in news (Wolfe & Mitra, 2024).

Furthermore, the use of AI in multimedia journalism has made storytelling more engaging. It combines written text, sound, images, and interactive features to create a fuller experience. Journalists notice they can complete tasks faster and save time, which gives them more opportunities to focus on investigations and the creative parts of their work. AI also opens up new possibilities in data journalism by providing deeper insights using big data analysis.

While there has been a lot of progress, the study highlights that without clear rules and proper training, AI can be used the wrong way, resulting in unfair or incorrect reports. Many reporters are figuring out how to use AI on their own, which can be tough. Plus, AI tools can be expensive and hard for everyone to access.

Conclusions: Therefore, artificial intelligence is making journalism better. These tools help journalists work more efficiently and check facts quickly. AI takes care of regular tasks on its own, which saves time. It also improves how data is looked at and helps create top-quality content faster. By using AI, journalists can do their jobs easier and provide news that is accurate, reliable, and current.

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INFORMATION DEPENDENCY:
HOW NEWS CONSUMPTION HABITS SHAPE PUBLIC CONSCIOUSNESS

To begin with, we live in an era defined by information, where it is not merely a source of power but an essential element of human existence. Nevertheless, information today serves as both a benefit and a potential harm. A major issue lies in the overwhelming volume of information produced, while until recently, only a limited number of individuals were familiar with practices such as processing, verifying, and filtering information. A key feature of contemporary news consumption is the vast quantity of information available to audiences. It is noteworthy that a single Sunday edition of *The New York Times* today contains more information than an average citizen of the 19th century would encounter throughout their entire lifetime, while the amount of new information produced over the past 30 years exceeds that generated during the previous 5000 years (Pollar, 2003). Additionally, there has been a significant expansion in the number of news sources across print, broadcast, and interactive media. I regard the greatest threat to be society’s growing dependence on the continuous flow of information, which may

ultimately result in the collapse of human consciousness. This raises a crucial question: what measures can we take to address this challenge?

The principal aim of this research is to examine the prospects for enhancing human interaction with information, to bring attention to underlying issues that may not be immediately visible, and to articulate the role and responsibility of journalists in this domain.

One of the most effective methods for improving the current situation is undoubtedly the advancement of media literacy. Ideally, the right to publish information would be reserved for qualified professionals; however, the principle of freedom of speech introduces a certain dilemma in this regard. A valuable approach was to survey among peers concerning their relationship with information, social media, and news consumption. Insights drawn from this close social circle, through the process of induction, contribute to the formation of broader, more generalizable knowledge.

Nowadays, Ukraine is engaged in a war, a key component of which is information warfare. Manipulation, misinformation, and fake news undermine reason, sow panic, and exert emotional influence. Distinguishing between facts and opinions, as well as avoiding propaganda, has become increasingly difficult. Therefore, information hygiene, fact-checking, and critical thinking are essential for navigating the present day.

At present, society is experiencing an exceptionally complex and pivotal stage in its historical trajectory. It is imperative to distinguish between personal aspirations and the broader demands dictated by the current socio-political context, as navigating these circumstances poses significant challenges. Information must not dominate the individual; rather, individuals must cultivate the ability to engage with information in a deliberate, critical, and purposeful manner.

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MOTIVATION OF 7TH GRADE STUDENTS WHILE DEVELOPING THEIR SPEAKING SKILLS

Learning foreign languages has become an essential part of education today, and speaking skills are often one of the most challenging yet important abilities. For 7th grade students, who are going through an exciting phase of language development, motivation plays a crucial role in building confidence and fluency. At this stage, they may struggle with using the language in real-life situations because of anxiety, lack of self-confidence, and limited vocabulary. Many students feel nervous when speaking to others, worried about making mistakes and being judged. To address these issues, effective teaching approaches should focus on engaging and interactive methods that build confidence and real-world communication skills.

Task-Based Learning allows students to improve their speaking skills through meaningful, goal-oriented tasks. Teachers can enhance this method by integrating Information and Communication Technologies to make learning more engaging and innovative. Unlike traditional methods that focus on memorization, Task-Based Learning emphasizes real-life communication, enabling students to use the language in practical situations (Vaca-Cárdenas, 2023). By completing tasks and

communicating their results, students become more confident, expand their vocabulary, and express themselves more naturally.

Project-Based Learning encourages students to design, plan, and carry out projects that require them to actively use the language. This method involves students in real-world, meaningful projects, allowing them to use English in authentic contexts. Studies show Project-Based Learning that increases motivation, engagement, and confidence in speaking, as students take responsibility for their own learning and apply their knowledge creatively (Vaca-Cárdenas, 2023).

Content and Language Integrated Learning supports language learning by helping students acquire skills in the target language while focusing on subject-specific content. This approach enhances critical thinking, language competence, and cultural awareness, as it connects foreign language learning with students' existing knowledge. By making language learning purposeful and content-driven, this method helps reduce anxiety and encourages students to use English in both academic and social situations (Vaca-Cárdenas, 2023). I think teachers play an essential role in fostering motivation by designing lessons that integrate both subject content and language skills in a meaningful way.

Cooperative Learning involves students working together in structured activities that promote collaboration and active participation. This method is especially effective for second language acquisition because it creates a supportive and interactive classroom environment where students feel comfortable practicing their speaking skills. Working in groups, students develop communication strategies, boost their confidence, and reduce their fear of making mistakes. Research shows that cooperative learning positively impacts motivation and fluency, making this approach an essential tool for improving English proficiency (Vaca-Cárdenas, 2023).

Motivating 7th grade students to improve their speaking skills is key to their success in language acquisition. The teaching methods discussed—Task-Based Learning, Project-Based Learning, Content and Language Integrated Learning, and Cooperative Learning – offer evidence-based strategies to engage students and improve their communicative abilities. By implementing these approaches, educators

can create a learning environment that not only improves students' speaking skills but also boosts their confidence, fluency, and long-term interest in learning English.

It is crucial for teachers to provide students with ample opportunities to practice speaking in order to develop important subskills like pronunciation, word choice, pragmatics, sentence stress, intonation, rhythm, and fluency. Motivation often gets overlooked in foreign language learning, but it plays a significant role in students' willingness to speak and engage in the learning process. Teachers should implement various student-centered techniques to encourage learners, boost their confidence, and make speaking English a fun and natural experience.

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HYPERBOLE AS A TOOL FOR INFLUENCING THE READER IN FASHION BLOG TEXTS

Hyperbole is one of the oldest rhetorical devices, serving not only to enhance the emotional coloring of expressions but also to achieve a communicative effect through the exaggeration of certain features. In contemporary media discourse, particularly in fashion blogs, its role extends far beyond a decorative stylistic tool. Hyperbolization in fashion-related content performs a key function in aestheticizing the everyday, constructing idealized images of consumption, and fostering a desire to acquire specific products. This stylistic strategy not only attracts attention but also promotes emotional engagement with the author's perspective, thereby shaping an appropriate value-oriented context (Tankova, 2023).

An analysis of lexical features in the blogs *Hello Fashion* (HF, URL) and *Fashion Jackson* (FJ, URL) reveals that hyperbole fits into the broader framework of pragmatic linguistics, where meaning is formed not solely on the basis of the denotative features of linguistic units but also through the author's intent to evoke a specific emotional or consumer-oriented attitude in the reader. In combination with emotionally charged vocabulary frequently employed by the blog authors, hyperbole creates a rhetorical space in which ordinary objects are imbued with exceptional qualities. Phrases such as “the most flattering dress you’ll ever own” (HF, URL) or “this is the ultimate accessory of the season” (FJ, URL) exemplify typical hyperbolic constructions that, despite their clear exaggeration, serve to increase the perceived trustworthiness and desirability of the promoted product.

In the blogs under consideration, hyperbolization is often synthesized with other stylistic devices, particularly metaphor, which expands the associative field. For instance, the expression “a game-changer for your wardrobe” (FJ, URL) not only exaggerates the importance of a particular item but also conceptualizes it as a factor capable of radically transforming the reader's appearance and style. The intensity of exaggeration in fashion discourse is consistently marked positively, aligning with the marketing imperative to construct an idealized image of the consumer - one who seemingly approaches an aesthetic ideal through the act of purchasing the product.

Beyond explicit hyperbole, expressed through overt emphasis on characteristics (“the softest sweater on the planet,” “the best jeans ever,” (HF, URL)), fashion blog texts also feature forms of implicit hyperbolization. Here, exaggeration is achieved through contextual contrast or the emotional saturation of adjacent constructions. Phrases like “literally obsessed with this coat” or “can’t live without this bag” (FJ, URL) function as sociolinguistic markers of affiliation with a specific consumer culture, simultaneously acting as equivalents of linguistic hyperbole.

Often, hyperbole in fashion blogs fulfills not only an emotional but also a cognitive function. By exaggerating specific features of an object, it helps the reader focus on elements that, from the author's point of view, determine the success or trendiness of a particular look. In the analyzed texts, this is manifested in the

repetition of hyperbolized descriptors – "timeless elegance" (HF, URL), "jaw-dropping silhouette" (FJ, URL), "unreal comfort" (HF, URL) – which, together with emotionally loaded adjectives, construct a cognitive map of fashion as a domain in which objects carry predetermined significance.

In conclusion, hyperbole in fashion blog texts functions as a marker of stylistic distinctiveness, a mechanism for engaging the reader in consumer discourse, and a tool for constructing the symbolic capital of fashion products. Exaggeration, which in other types of discourse might appear excessive or inappropriate, is a fully legitimate linguistic strategy in the fashion blog genre, corresponding to the text's stylistic nature and the expectations of its audience.

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FEATURES OF TRANSLATING METAPHORS IN THE LITERARY TEXTS BY C.S. LEWIS

Metaphor as a linguistic, cognitive, and cultural phenomenon has long been the focus of scientific research. It is a powerful tool in literature for conveying emotions, abstract concepts, and complex philosophical ideas. In the works of C.S. Lewis, particularly in *The Chronicles of Narnia*, metaphor plays a fundamental role in shaping the author's unique narrative style and in communicating deep religious, ethical, and existential meanings to the reader.

The importance of studying the translation of metaphors in Lewis's literary texts lies in the fact that metaphors often encapsulate culturally specific knowledge and values, which are not always directly translatable into another language. Thus, the translator faces the challenge of reproducing not only the literal content but also the emotive and associative fields of the original metaphor. The *aim* of this paper is to analyze the peculiarities of translating metaphors in the works of C.S. Lewis and to define the most effective strategies for their adequate reproduction in Ukrainian.

The theoretical foundation for this research includes classical and contemporary studies of metaphor by G. Lakoff and M. Johnson (Lakoff & Johnson, 1980), M. Black (Black, 1962), as well as fundamental works in translation studies by P. Newmark (Newmark,1988), C. Schäffner (Schäffner, 2004) who explored the strategies and challenges of literary translation.

According to cognitive linguistics, metaphors are not merely ornamental devices but fundamental mechanisms of human thought. G. Lakoff and M. Johnson demonstrated that metaphors structure the way we perceive and interact with the world. In C.S. Lewis's narratives, metaphors create vivid worlds that are emotionally resonant and intellectually stimulating.

In the texts of Lewis, we can distinguish several types of metaphors:

1. Conventional metaphors that are easily recognizable and culturally familiar to English-speaking readers (e.g., "*the winter of despair*").

2. Original authorial metaphors that carry unique stylistic signatures (e.g., "*the deep magic from the dawn of time*").

3. Culturally specific metaphors rooted in Christian doctrine, British traditions, or medieval imagery (e.g., Aslan as the Christ figure, references to the "*deep magic*").

Translating these metaphors into Ukrainian poses several problems:

1. Cultural untranslatability: Many metaphors rely on cultural or religious assumptions unfamiliar to Ukrainian readers.

2. Loss of imagery: Literal translation may fail to convey the vividness or stylistic beauty of the original metaphor.

3. Ambiguity and polysemy: Metaphors often carry multiple layers of meaning that are difficult to preserve in another language.

Strategies for metaphor translation, as outlined by P. Newmark, include:

1. Reproducing the same metaphor if it makes sense in the target language.
2. Replacing the metaphor with a simile retaining the meaning but changing the form.
3. Paraphrasing the metaphor if direct translation would cause confusion.
4. Omitting the metaphor only if it is untranslatable and non-essential to the text's meaning.

These strategies can be illustrated by some examples from the text of "*The Chronicles of Narnia*":

The metaphor "*winter covering the land as a curse*" not only describes the eternal cold but also symbolizes spiritual death and separation from divine grace. In the Ukrainian translation, it is crucial to retain this dual image to preserve the theological undertones. Another example is the metaphor "*the Deep Magic from the dawn of Time*", which encapsulates complex religious ideas about predestination and divine law. A literal translation might confuse the reader; therefore, a descriptive approach may be preferable to convey the concept clearly and effectively.

In addition, the use of animal metaphors is significant. Characters like Aslan (a lion) and the White Witch (often associated with cold-blooded reptiles or cold winds) are built upon symbolic layers that require careful reproduction. Aslan's association with strength, sacrifice, and kingship echoes the image of Christ in Christian theology. Translators must ensure that these symbolic links are neither lost nor distorted.

An important aspect is the interaction between metaphor and narrative voice. Lewis's style is characterized by a direct, sometimes playful tone aimed at children but rich in allusions understandable to adults. This dual-level communication complicates the translator's task: the translation must remain accessible to young readers while preserving the deeper allegorical meanings for adults.

Moreover, according to cognitive theories, metaphors can form complex conceptual systems or metaphorical mappings. For example, the idea that "*evil is cold*" and "*good is warmth*" pervades The Lion, the Witch and the Wardrobe. This conceptual metaphor is not stated outright but is consistently implied through narrative details.

Therefore, when translating, it is important not just to focus on isolated metaphors but to recognize and maintain these larger metaphorical frameworks that structure the reader's understanding of the narrative.

Summing up, the successful translation of metaphors in C.S. Lewis's literary texts requires:

1. A thorough understanding of both the literal and figurative meanings of the source text.
2. Sensitivity to cultural and religious nuances.
3. The ability to creatively adapt metaphors to the target culture without losing their emotional and conceptual load.

The preservation of Lewis's metaphorical richness ensures the transmission of his unique voice and worldview across linguistic and cultural boundaries. Translators should balance fidelity to the original with the naturalness and expressiveness of the target language, employing a wide range of strategies to overcome linguistic and cultural challenges.

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THE PRINCIPLE OF PROFESIONNALISM IN CIVILE SERVICE : THEORETICAL AND LEGAL ASPECTS

Modern civil service requires a high level of professionalism, as the effectiveness of governance and public trust in authorities depend on the competence and ethical responsibility of civil servants. However, in practice, there are significant issues related to insufficient legal regulation of professional standards, the absence of clear mechanisms for assessing qualifications, weak motivation for professional development, and the influence of political factors on personnel decisions. The relevance of this study lies in the need for an in-depth analysis of the theoretical and legal foundations of professionalism, particularly in terms of improving the regulatory framework, introducing objective criteria for assessing qualifications, and ensuring the practical implementation of this principle.

The aim of the study is to conduct a comprehensive analysis of the principle of professionalism in the civil service from a theoretical and legal perspective, to determine its essence and significance for the functioning of the state apparatus. The research is focused on identifying the challenges that hinder the full implementation of this principle and developing practical recommendations for its improvement.

The objectives of the study include examining the theoretical foundations of professionalism as a principle of civil service, analyzing the current legislation of Ukraine, and exploring international experience in this field.

To achieve the aim and fulfill the objectives of the study, appropriate scientific methods were employed. The system analysis method made it possible to consider the principle of professionalism as an element of the civil service system and to

identify its interrelations with other principles and governance mechanisms. The comparative legal method allowed for the comparison of Ukrainian legislation with international standards regarding professional requirements for civil servants. The method of generalization was used to formulate theoretical propositions and practical recommendations for improving the professional activities of civil servants.

The study of academic sources, legislative frameworks, and international standards has shown that the principle of professionalism is not only one of the fundamental foundations of public service but also a necessary condition for effective public administration in a democratic, rule-of-law, and social state. The essence of professionalism in the civil service lies in the combination of specialized knowledge, practical skills, the ability to make independent decisions, and adherence to the principles of integrity. This is confirmed by both national legislation and international documents, which emphasize the importance of competitive selection, continuous training, and objective evaluation of civil servants' performance.

Professionalism is also closely linked to other principles of civil service, such as legality, impartiality, transparency, and openness, which collectively ensure public trust in government institutions. It was also established that professionalism in the civil service encompasses not only a high level of knowledge and skills, but also ethical qualities, responsibility, the ability for analytical thinking, making well-reasoned decisions, and effective communication with citizens and partners.

To sum up, the principle of professionalism in the civil service is an essential condition for building a modern, effective, and transparent system of public administration. Its full implementation requires a comprehensive approach that combines legal, organizational, and social mechanisms aimed at establishing a professional, responsible, and motivated civil service.

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SHADOWING IN PHONETICS TRAINING

Shadowing means to mimic or imitate something. In English, this means listening to someone speaking or video footage, such as interviews, lectures or dialogues and then trying to copy the sounds they made. You listen to the audio, then you repeat what you heard. So, the main idea is to listen and imitate the speaker's pronunciation. In this way, you train your listening comprehension, train your speech organs to articulate correctly, and learn new words and structures. The shadowing technique activates memory and quick reaction to English expressions as language material (Huyen et al., 2020).

One of the most significant benefits of shadowing is improved pronunciation. English contains sounds that do not exist in Ukrainian language, creating a challenge for those striving to sound like native speakers. To pronounce these unfamiliar sounds, we must strain our vocal cords in different ways and change the position of the tongue or lips. This requires practice to become accustomed to producing new sounds and achieve clearer pronunciation.

Secondly, shadowing is crucial for studying word and sentence stress, which impacts meaning in English. Learning stress is very difficult, because it is not rule-based like grammar or memorizable like vocabulary. The most effective way to assimilate stress patterns is through extensive exposure to spoken English and

consistent practice. Stress, rhythm, pitch, and intonation are thus examples of suprasegmental sounds (Szyszka, 2016).

Shadowing significantly improves auditory perception, a crucial skill for language learning. English is a very rhythmical language, so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent. One of the key benefits is the reduction of native-language accent. It will improve comprehension by native speakers. In order to use the shadowing technique correctly, you should follow some rules. The place where you are going to train should be quiet, calm, and comfortable, so that you can talk and concentrate on your work without distractions. You can use headphones to improve the sound quality and reduce external noise. Next, you need to choose the material you are going to imitate. It can be anything you like, for example: films, TV shows, music, podcasts, audiobooks. Any of these things would be suitable for shadowing. It is useful to find material that also has a transcript or subtitles so you can read the sentences you are trying to copy. Then you should listen to the material several times and read the text. Make notes as you listen, marking changes in intonation (rising or falling), pauses, and stressed syllables, which will help you imitate the speaker more accurately. Listen to each sentence, attempting to shadow along with the speaker as closely as possible. Pay close attention to the individual sounds within words and the overall stress patterns. You can record yourself speaking and then compare it with the speaker.

In essence, shadowing is a powerful language learning technique that involves actively mimicking spoken language to improve pronunciation, intonation, and listening comprehension.

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MAIN STAGES OF THE GENERAL ADMINISTRATIVE PROCEDURE

The administrative procedure constitutes a fundamental element of the functioning of public administration entities. A crucial aspect of the administrative procedure is its structured nature, which ensures effective interaction between public administration bodies and citizens, and contributes to the transparency and predictability of decision-making. The administrative procedure consists of several key stages: 1) initiation of the administrative procedure; 2) consideration of the administrative case; 3) adoption of the decision; 4) enforcement of the administrative act; and 5) the possibility of appeal. The principal normative legal act governing administrative procedure is the Law of Ukraine "On Administrative Procedure" which establishes general principles of administrative proceedings, the procedure for adopting administrative acts, as well as their appeal and enforcement.

The principles of administrative procedure play a particularly important role. The principle of legality, which ensures compliance with legal norms during the adoption of administrative decisions, principle of impartiality, which guarantees an equal approach to all participants of the proceedings, principle of reasoned decision-making, which requires that all administrative decisions be based on a thorough examination of all facts, evidence, and relevant materials, principle of openness, which provides citizens with access to information related to the adoption and

implementation of administrative acts affecting them (Андрійко, Бевзенко та ін., 2023, с. 175).

Administrative proceedings may be initiated upon an individual's request (individual application), a collective request (group application), or on the initiative of the administrative authority itself. The proceedings commence on the day the application is received, a decision is made to initiate the administrative procedure, or the first procedural action in the case is taken (Закон України «Про адміністративну процедуру», 2024).

The consideration of the administrative case represents the central stage of the administrative procedure, during which the competent administrative authority examines the circumstances of the case. The administrative authority is obliged to study all facts relevant to the case, guided by the principles of legality and officiality. The authority is not limited to the evidence provided by the parties but is required to consider both favourable and unfavourable facts for all parties under Article 52 of the Law "On Administrative Procedure" (Закон України «Про адміністративну процедуру», 2024).

The decision-making stage is the core phase of any administrative procedure, during which a legal assessment of the collected information is carried out. All case materials are thoroughly examined to establish the objective truth, and a specific decision is rendered (Губерська, 2015, с. 29). As a result of the case review, the administrative authority adopts an administrative act within the scope of its competence. Pursuant to Article 70 of the Law "On Administrative Procedure", an administrative act is generally adopted in written form, though it may be issued orally in cases provided by law. A written administrative act must include an introductory, reasoning, operative, and concluding part, as stipulated in Article 71 of the Law "On Administrative Procedure".

An individual has the right to appeal an administrative act. Key elements of administrative appeal include: a designated body responsible for complaint review, collegial decision-making, the possibility of public involvement, the right to submit an appeal through the administrative body whose act is being challenged, suspension

of the contested administrative act upon the filing of a motion, and the possibility of reconciliation between the parties.

The final stage is the enforcement of the administrative act, which is binding. The administrative authority may determine the procedure for its enforcement, including deferring its execution. If the administrative act is not voluntarily complied with by the addressee, the authority may adopt a decision on applying enforcement measures, such as imposing monetary penalties, taking actions at the expense of the obligated person, or applying direct enforcement (Економічна правда, 2023).

The general administrative procedure is a structured mechanism for the implementation of public administration functions, aimed at ensuring the legality and substantiation of administrative acts. Its division into distinct stages – initiation, consideration, decision-making, appeal, and enforcement – ensures the consistency, transparency, and efficiency of administrative proceedings. Each stage serves a specific legal function in accordance with the principles of administrative law. Clear delineation of the stages of the administrative procedure is essential for optimizing the functioning of public administration bodies.

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EMPLOYMENT CONTRACT AS A LEGAL BASIS FOR THE EMERGENCE OF LABOR RELATIONS

Nowadays, when Ukrainian society is actively developing towards building a legal state and developing a market economy, proper legal regulation of labor relations is becoming especially important. One of the most common and key ways to establish such relations is to conclude an employment contract, which actually becomes the starting point for starting work at an enterprise, institution or organization. An employment contract plays a key role in regulating relations between an employee and an employer, since it is through it that rights, obligations, working conditions, working hours, remuneration, etc. are determined. That is why it is important to understand well what an employment contract is, how it is concluded, what legal consequences it has, and what its significance is as a legal basis for the emergence of labor relations.

The relevance of the topic is due to the need for legal certainty in the conditions of constant transformation of the labor market. In practice, increasingly controversial issues arise regarding the classification of contracts, the grounds for changing and terminating labor relations, and their legal regime. In addition, labor relations require effective regulatory regulation taking into account the principles of social protection, decent work, and legal stability. The study of the essence of an employment contract, its structure, types, and features is becoming particularly relevant not only for scientists but also for practitioners who ensure compliance with labor rights of employees.

According to Part One of Article 21 of the Labor Code of Ukraine, an employment contract is an agreement between an employee and an employer

(employer - an individual), under which the employee undertakes to perform the work specified in this agreement, and the employer (employer - an individual) undertakes to pay the employee a salary and provide the working conditions necessary for the performance of the work, stipulated by labor legislation, a collective agreement and an agreement of the parties. I believe that such a concept is significantly outdated, and therefore it would be more appropriate to operate with the concept enshrined in Article 34 of the draft Labor Code of Ukraine: An employment contract is an agreement between an employee and an employer, under which the employee undertakes in the interests of the employer to personally perform the work specified in such an agreement, and the employer undertakes to provide the employee with work under such an agreement, timely and in full to pay remuneration and provide proper, safe and healthy working conditions.

As a result of the study of the issue of the employment contract, its role and place in the regulation of social relations, it can be concluded that an employment contract is not just a document, but a legal construct that unites the employee and the employer in a legal field. It is the main form of exercising the right to work, enshrined in the Constitution of Ukraine. The conditions for concluding, amending and terminating the contract must be clearly defined by law, and the rights of employees are guaranteed.

However, with each year, taking into account the progressive development of law-making techniques, the disadvantages are becoming less and less, and the regulation of labor relations through an employment contract is becoming clearer and more defined, although it still requires many improvements, since in modern conditions new forms of contracts are gaining special importance – remote, gig contracts, contracts with civil servants. Legal regulation must comply with the principles of flexibility and protection.

In conclusion, it is worth noting that in order to further improve the legal system of Ukraine in the field of labor law, lawyers need to clearly understand the concepts, features, types, content and procedures for concluding, amending and

terminating an employment contract, because it is the employment contract that is the key basis for the emergence of labor relations.

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INTERROGATION AS AN OPEN INVESTIGATIVE (DETECTIVE) ACTION

Problem Statement. Interrogation, as a method of obtaining information, has a centuries-long history of development and practical application. Over the centuries, it has been primarily used as an effective tool for establishing objective circumstances. Interrogation is one of the most common procedural actions both at the stage of pre-trial investigation and during court proceedings. Modern challenges, the state of martial law, the standards of the European Court of Human Rights regarding the treatment of individuals, as well as the need to harmonize Ukrainian criminal procedural legislation with international practice, require analysis, revision, and improvement of the current criminal procedural law.

Objectives. The purpose of this study is to conduct a comprehensive analysis of the legal nature of interrogation as an open investigative (detective) action, to determine the specific features of its conduct within criminal proceedings, to identify issues related to its practical application, and to develop theoretical and practical recommendations for the improvement of this investigative action, taking into account both domestic and international experience.

Methods. Several methods of research have been used in the work process. In the beginning, we carry out the theoretical study. Using the analysis method, we have developed a list of literature and received basic theoretical information on the investigative actions, interrogation, the procedure for conducting this action. Having consolidated and structured the information, several conclusions have been drawn.

Results. Based on the conducted research, it has been established that interrogation is an investigative action, regulated by the provisions of the Criminal Procedure Code, which consists in obtaining information from a witness, suspect, victim, or expert regarding circumstances known to them that are relevant to criminal proceedings. Depending on the procedural status, age, purpose, and other factors, each type of interrogation has its own specific features.

The procedure and results of the investigative action must be properly recorded in a protocol (Кримінальний процесуальний кодекс України, 2012). However, considering the principle of immediacy in the examination of evidence by the court, the protocol has full legal significance primarily at the stage of pre-trial investigation and, in certain exceptional cases, during the trial.

Particular attention must be paid to the interrogation of minors. The legislative implementation of specialized techniques, such as the “Green Room” (Безсонна & Носова, 2019) or “Barnahus” (UNICEF, б. д.) model, could significantly improve the quality and effectiveness of such interrogations, reducing the traumatic impact on the child.

The experience of other countries, particularly the “procedural interview” (Використання процесуального інтерв'ю…, б. д.) methodology, demonstrates the effectiveness of a more flexible and communicative approach to interrogation, which

facilitates the obtaining of reliable testimony, reduces the risk of manipulations, and serves as an additional safeguard for the protection of human rights and freedoms.

Conclusions. To sum up, interrogation remains a key instrument within criminal proceedings; however, its effectiveness largely depends on adherence to legal norms, the application of modern methodologies, and the consideration of the specific circumstances of each case. Further improvement of the procedure for conducting this investigative action will contribute to ensuring fairness and objectivity within the criminal justice process. As Preet Bharara, former U.S. Attorney for the Southern District of New York, rightly noted: “The law is not perfect. The system is not perfect... Justice cannot be guaranteed, but if every participant in the process is vigilant, thorough, and capable of seeing different perspectives, justice becomes more likely” (Використання процесуального інтерв'ю…, б. д.).

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THE PROBLEM OF THE CORRELATION BETWEEN THE RULE OF LAW AND LEGALITY IN CRIMINAL PROCEEDINGS

Problem Statement. In the context of the ongoing transformation of Ukraine's criminal justice system, the issue of the correlation between the principles of the rule of law and legality in criminal proceedings is gaining particular significance. Despite their formal consolidation in national criminal procedure legislation, legal scholarship continues to debate the nature of the interaction between these principles. The lack of a clear understanding of the correlation between the rule of law and legality hinders their consistent implementation at all stages of the criminal process.

Objectives. The main task is to consider the correlation between the principles of the rule of law and legality within the framework of criminal proceedings in Ukraine. This includes clarifying their conceptual distinctions and interconnections, as well as identifying their functional roles within the system of criminal procedure principles.

Methods. The following set of methods is applied in this work: methods of generalization, comparison and expert evaluations.

The issue of the correlation between the principle of the rule of law and the principle of legality has concerned the academic community since the 17th century. The English philosopher Thomas Hobbes emphasized the necessity of distinguishing

between law and legislation, asserting that law lies in the freedom to act or to refrain from acting, while legislation prescribes and obligates certain actions or omissions. He underlined the distinction between the principles of the rule of law and legality (Гоббс, 1991).

It is generally recognized that among the principles governing criminal proceedings, the rule of law occupies a leading position. However, the principle of legality also plays a no less fundamental role. The relevance of examining the interrelation between these principles – enshrined at the level of Ukrainian criminal procedure legislation – is largely driven by the normative construction of legal requirements that mandate consideration of the practice of the European Court of Human Rights (part 2 of Article 8 and part 5 of Article 9 of the CPC) (Кримінальний процесуальний кодекс України, 2024).

This principle applies across all stages and institutions of criminal procedure, to all its subjects, and extends to all actions and procedural decisions. It characterizes all elements of procedural activity and relationships, integrates with all other principles, and substantially contributes to their effective implementation (Мірошниченко, 2013).

The placement of these principles within the CPC in this specific order clearly attests to their foundational importance for the entire scope of procedural activity. A literal interpretation of Articles 8 and 9 of the CPC allows viewing these two principles as content and form, respectively: the first addresses what must be observed in criminal proceedings (namely, the rights and freedoms of individuals), while the second defines how this must be ensured (through strict compliance with legislative provisions).

According to V.V. Mykhailenko, the principle of legality, given the construction of Article 9 of the CPC, sets clear boundaries for the discretion of procedural actors, which may not be exercised in abstraction from the concrete realities of the case. It serves as a measure of legitimacy, societal necessity, and proportionality, which should justify any interference with human rights. The rule of law, in turn, while not a fixed theory of justice, acts as a value-based and substantive

guideline for the consistent application of established rules with a view to achieving the objectives of criminal proceedings (Михайленко, 2019).

In essence, while legality entails the establishment of a defined procedure for conducting criminal proceedings, the rule of law creates favorable and legal conditions for the criminal process, limiting arbitrariness by setting value-based and procedural foundations.

Thus, the rule of law, in conjunction with the principle of legality, conditions adherence to appropriate criminal procedure by authorized actors. This ensures the fulfillment of objectives in each individual criminal case and creates prerequisites for achieving the overarching aim of criminal proceedings.

From a European perspective, one of the integral elements of the rule of law is legality. Under such circumstances, it can be asserted that the principle of legality, while possessing independent standing in Ukraine's national system of criminal procedure principles, simultaneously constitutes the formal component of the rule of law and also serves to express and concretize it. The principle of legality, in its proper legal sense, signifies the dominant and leading role of legislation within the legal system, particularly as a source of law (Гоббс, 1991).

In light of the foregoing, it may be concluded that the legislator indeed confers individual and independent procedural significance upon each principle. However, it is noteworthy that in contrast to the more abstract formulation of the rule of law, the principle of legality is endowed with a well-defined content, while the former lacks specific procedural definition and is characterized by a more generalized formulation.

Therefore, the principles of the rule of law and legality in criminal proceedings should not be viewed as antagonistic or mutually exclusive. On the contrary, they function as complementary elements of a unified legal mechanism that ensures justice, lawfulness, and the effectiveness of the criminal process. The rule of law provides the value-based foundation and orienting benchmarks for legal application, emphasizing the primacy of human rights, whereas legality concretizes these benchmarks within the framework of binding legal procedures. As such, legality serves as the formal expression and practical instrument for the implementation of the

rule of law. Their harmonious interaction guarantees not only adherence to the letter of the law but also the realization of justice as the fundamental aim of criminal adjudication.

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LEXICAL AND STYLISTIC FEATURES OF POPULAR YOUTUBE-BASED ENGLISH LEARNING PLATFORMS

In the digital era, YouTube has become a significant educational space, especially for English language learners. Among numerous channels, four stand out due to their popularity, content structure, and pedagogical style: *BBC Learning English*, *EnglishClass101*, *EngVid,* and *English with Lucy*. Each of these resources presents a distinct approach to teaching English through multimodal and stylistically unique formats.

BBC Learning English offers structured, formal educational content designed to improve grammar, vocabulary, and listening skills through video lessons, news articles, and interactive tasks. The tone is professional yet friendly. The presenters speak clearly with British pronunciation, and subtitles support learners' comprehension. Lexically, the channel blends academic and everyday vocabulary. For example, complex terms are often simplified: "A recession is when a country's economy is not growing, and people may lose their jobs."

Stylistically, BBC often uses comparisons, definitions, and metalinguistic comments to aid understanding. Examples like "Let's break it down: 'to get by' means to survive or manage with difficulty" demonstrate its pedagogical clarity. Additionally, learners are encouraged to participate via questions such as: "What do you think? Write in the comments!" This approach makes the learning process both informative and interactive.

EnglishClass101 presents content in a highly conversational and motivational style. Lessons cover grammar, phrases, and pronunciation within real-life contexts, often accompanied by cultural insights. The vocabulary is informal and rich in idioms and slang: "Wanna sound like a native? Use these 10 phrases!" The hosts frequently

employ humorous and encouraging expressions: “This mistake is super common – but don’t worry, we got you!”

The channel utilizes energetic, colorful visual aids and maintains a dialogue with viewers, urging them to comment and practice phrases. It appeals particularly to learners who prefer a relaxed, dynamic, and supportive learning environment. Phrases such as “This phrase is a game-changer!” reflect its youth-oriented, pop-culture-infused style.

EngVid resembles traditional classroom teaching. It offers free lessons by various instructors on grammar, vocabulary, and test preparation (e.g., IELTS, TOEFL). The style is often lecture-based, with teachers using whiteboards and real-life examples to illustrate their points: “Imagine you’re at a restaurant...” Academic and pragmatic vocabulary dominate: “Today we’ll cover the difference between ‘affect’ and ‘effect’.”

Each lesson typically follows a structured pattern: problem → explanation → examples → practice. Teachers emphasize common mistakes and corrections, using phrases such as “Many students make this mistake. Here’s how to fix it.” While the tone is mostly professional, individual instructors may add personal humor or informal phrases.

English with Lucy focuses on British pronunciation, high-level vocabulary, and eloquent speaking. Lucy’s content is known for its polished presentation, emphasizing correctness and sophistication. She often compares British and American English and highlights pronunciation tips, e.g., “Would you like to elevate your English vocabulary?”

The language is formal, and the explanations are carefully articulated. Example: “Instead of saying ‘very good’, try ‘exceptional’.” Her teaching style is refined and structured, appealing to learners aiming to master a more elegant form of English. Visually, the videos are minimalist and aesthetically pleasing, enhancing focus on pronunciation and language accuracy.

Each of these platforms targets different learner needs through specific stylistic and lexical choices:

BBC Learning English – formal but accessible, with an emphasis on grammar, current events, and interactive learning.

EnglishClass101 – informal, engaging, and slang-rich, aiming at quick immersion in spoken English.

EngVid – traditional, academic, and practice-oriented, with a focus on test preparation and language accuracy.

English with Lucy – formal, elegant, and focused on pronunciation and British English, ideal for learners aiming for fluency and refinement.

Their varying tones, visual languages, and pedagogical methods make them collectively valuable for diverse language learners seeking both foundational knowledge and cultural-linguistic competence.

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CRITERIA FOR SELECTING AUTHENTIC FILMS FOR THE DEVELOPMENT OF 9TH GRADE STUDENTS' ENGLISH SPEAKING SKILLS

The growth of English speaking skills holds prime importance in the education of a student in secondary school. Using authentic films as a learning aid helps the

student gain and improve their competence in speaking. Thus, this paper shall highlight the major elements for choosing authentic films for 9th-grade students which can support the development of their speaking and other language skills.

There are five main criteria: level of English language skills, social topics, age restrictions, genre and educational aspect. The first criterion is the level of English language. To speak effectively, the film should correspond to the students' proficiency in speaking. For ninth-graders, it generally relates to A2-B1 levels on the CEFR scale most often. If films are very complicated, with tough vocabulary or fast dialogue, it may lead discouragement among students because of difficulties in comprehension; clear pronunciation and simple but natural dialogues should be aimed for in selection. An English subtitle is a useful feature as it can help improve listening as well as reading skills (Ardriyati, 2010).

Then comes the social issue. The relevance of the film content goes a long way in initiating student interest in discussion and debate. Plots that relate fundamentally to the realities of adolescent life stimulate interest and help them in the formation of personal beliefs. These issues could be such as friendship and betrayal, family relations, education, environmental problems, community responsibility, bullying and tolerance. Discussing these issues in English furnishes students with an avenue to express their opinion while acquiring more language proficiency.

Another factor is age rating. Films should be chosen keeping in mind the age of the students. Ideally, films under the PG or PG-13 ratings that do not have excess violence etc., or inappropriate scenes will work. An environment should be created that is safe for learning where adolescents may discuss important issues and, while doing so, might develop skills for critical analysis (Blake & Schluetz, 2013).

Another factor is the genre of the film. Different genres create different influences on how much interest students get in watching movies. Comedies are a great way to relax, and it's easier to remember words when they are funny. Adventure and science fiction provoke investment in the story, encouraging narration of the story. Dramas provide an opportunity for students to reflect on critical essential life

situations and relate their views concerning the characters and their actions (Ardriyati, 2010).

Finally, an educational component. Aside from that language experience enrichment, educational films take their place in teaching students moral principles within the educational process. Watching films on a certain theme on the list enlightens the viewers on the essence of such virtues like modesty, truthfulness, mutual respect, and responsibility. Such films can raise issues of self-improvement, empathy and understanding of cultural differences. For example, films based on true stories of achievement motivate students to learn and grow, while social dramas foster compassion and help them understand important life lessons (Hamed, 2017).

Employing real-world cinematic productions within English language lessons proves a productive strategy for improving spoken English competence amongst pupils in their ninth year. Nevertheless, the degree to which this methodology thrives hinges on the strategic choice of motion pictures. Such choices must resonate with the learners' pre-existing command of the language, their personal inclinations, and the specific educational aims in play. The crucial considerations when selecting include the film's linguistic difficulty, the significance of the societal themes it tackles, its suitability for the age bracket, the variety of genres offered, and the instructional benefits it provides. A wisely selected film does more than just enhance students' conversational skills; it cultivates analytical reasoning, broadened cultural understanding, and the maturation of moral sensibilities. By deliberately incorporating films into their teaching, teachers can curate a stimulating and educationally valuable environment for English language acquisition.

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HISTORICAL BACKGROUND OF THE FORMATION AND DEVELOPMENT OF CHILDREN'S RIGHTS AND FREEDOMS DURING THE SOVIET OCCUPATION

The events 30 December 1922 changed the lives of every Ukrainian until 24 August 1991. Ukraine finally lost its independence and became part of the USSR. Not only did the government and political system change, but also the legal status of the population, including children. People's rights were not just violated; they were simply cancelled by the Soviet system. Childhood ceased to be the best years of life and was replaced by ideological education in the spirit of communist values Article 12 of the Constitution of the Ukrainian Soviet Socialist Republic of 30 January 1937: "Labour in the Ukrainian SSR is a duty and a matter of honour of every citizen capable of labour on the principle: "who does not work, does not eat". Free child labour was an important element of socialist transformation, especially in rural areas. The editor-in-chief of the newspaper "At Work" A. Zhuravsky explained in his article: "Fulfilling their main task of mastering the basics of science, children can be brought up to be communists only by working together with workers and peasants". The physical work of minors in the field was interpreted as training – the acquisition of agricultural knowledge. Teenagers worked in very difficult conditions. For

example, in mines, they often worked manually due to the lack of technical equipment. There were violations of labour laws at many enterprises, including unskilled work that did not correspond to their speciality. At many enterprises, such as the Dnipropetrovs'k Bridge Building Plant and Leninska Kuznya, the proportion of underage workers reached 50-75%. Between 1946 and 1950, more than 800,000 young workers were trained and sent to rebuild industry.

According to the Law of the Ukrainian SSR "On Public Education", Article 62, pupils and students of the Ukrainian SSR had the following rights and obligations:

1. Pupils and students have the right to use laboratories, classrooms, and auditoriums, reading rooms, libraries and other educational and auxiliary facilities and other equipment of educational institutions free of charge.

2. Pupils and students are provided with scholarships, financial aid, dormitories, boarding schools, medical care in educational institutions, and are entitled to preferential or free transport and other types of financial assistance in accordance with the procedure established by law.

3. In accordance with the law, pupils and students studying on the job are entitled to additional leave at their place of work, a reduced working week and other benefits.

4. Persons who have graduated from vocational, secondary specialised and higher education institutions are provided with jobs in accordance with their speciality and qualifications.

5. Pupils and students have the right to participate through their public organisations in discussions on improving the educational process, ideological and educational work, as well as on academic performance, labour and academic discipline and other issues related to the education and life of pupils and students.

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INVALIDATION OF TRANSACTIONS CONCLUDED AS A RESULT OF FRAUD IN JUDICIAL PRACTICE

Problem Statement. Transactions are an integral part of our lives, their conclusion is carried out according to certain rules regulated by civil law. However, in the process of concluding transactions, situations may arise when one of the parties misleads the other or provides false information, which leads to false intentions and decisions of the other party. Such transactions are often the subject of legal disputes and cause the need to invalidate them.

Objectives. The primary objectives of this research are:

1. to research into the reasons for invalidating transactions due to fraud.
2. to study of judicial practice, which allows focusing on the problems of the application of law.
3. to compensation for damage moral damage caused by transaction concluded under the influence of fraud.

Methods. The methods that were used to in this research are: general scientific methods (comparison, description, and classification), the method of definition analysis – to determine the concept of “minimum wage”, the system-structural

method, as well as methods of analysis and synthesis, the retrospective analysis method, and the decomposition method – to propose improvements to regulate the conclusion of transactions in Ukraine.

Results. According to Art. 202 of the Civil Code of Ukraine (Верховна Рада України, 2003) a transaction is an action of a person aimed at acquiring, changing or terminating civil rights and obligations. Therefore, when concluding a transaction, the parties aim to achieve a certain result. However, in order for the transaction to have legal force, it must meet the requirements of the law.

“Deception is certain guilty, deliberate actions of a party that tries to assure the other party of such properties and consequences of a transaction that cannot actually occur. "Such a definition was established by the Supreme Court by the composition of judges of the Commercial Court of Cassation in case No. 910/18600/19 dated 31.03. 2011 (Верховний Суд, 2021). In particular, it may be a report on false data on the properties of a product or service, the purpose of concluding an agreement or any significant circumstances. The main condition is that the deception was conscious and deliberate. That is, a person who whants to misleeds someone must act with the intention of manipulating the will of the other party to agree to the transaction.

It is important to establish the moment of recognition of the transaction invalid. The Civil Code of Ukraine stipulates that a void transaction or a transaction recognized by the court as invalid is invalid from the moment of its commission.

For example, case No. 496/1226/15-ts of the Biliaivskyi District Court of Odessa Region dated May 25, 2015 (Біляївський районний суд Одеської області, 2015) in which the plaintiff went to court to recognize the contract of donation invalid. Under this agreement, the defendant promised the plaintiff that she would take care of her, fully provide with food and medicine, pay completely for utilities, about which she wrote a receipt to the plaintiff. But in fact, immediately after signing the contract, the defendant disappeared and does not perform duties.

The court satisfied the claim for invalidation of the donation contract, since the transaction does not meet the requirements of reality and was concluded as a result of

deception. Therefore, this transaction will be invalidated from the moment of its commission.

Civil law provides for both general and special consequences of the invalidity of the transaction. The general consequences should include – bilateral restitution. Bilateral restitution is the obligation of each of the parties to the transaction to return to the party all that it received in kind in pursuance of this transaction. The special consequences of invalidity of the transaction include compensation for include damages and emotional distress.

Conclusion. The legal grounds for the invalidity of the transaction can be determined as false information about important circumstances, the direct impact of this information on the decision to conclude this transaction, the direct intention of one party to introduce the other side of the transaction into the fraud. The transaction concluded as a result of deception is disputed, so its invalidity will be established by the court. When applying to the court with a claim for invalidation of the transaction concluded under the influence of deception, the party acting in such conditions must prove the fact of deception and the materiality of the circumstances.

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