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STATE UNIVERSITY «KYIV AVIATION INSTITUTE»
FACULTY OF LAW AND INTERNATIONAL RELATIONS
DEPARTMENT OF FOREIGN LANGUAGES AND TRANSLATION**



STUDENT SCIENTIFIC CONFERENCE

**DIGITALIZATION OF FOREIGN LANGUAGE FORMAL, NON-FORMAL
AND INFORMAL EDUCATION OF UNIVERSITY STUDENTS: NEW
OPPORTUNITIES AND NEW CHALLENGES OF MODERNITY**

The Collection of Papers, the Student Scientific Conference

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The collection includes papers of the scientific student conference «**Digitalization of foreign language formal, non-formal and informal education of university students: new opportunities and new challenges of modernity**» which took place in the Faculty of Law and International Relations of State University «Kyiv Aviation Institute» on March 27, 2026. The participants covered the issues related to the challenges of digital security in modern education, critical thinking development in the conditions of digitalization and AI, new trends in academic mobility of students in the conditions of digitalization of higher education, plagiarism in writing scientific papers and ways to solve the problem, foreign language learning, the influence of international education on the formation of foreign language communicative competence, online platforms. They also shared personal experience in participating in different educational projects.

Kyiv, 2026

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PLAGIARISM IN WRITING SCIENTIFIC PAPERS ON THE SPECIALTY: WAYS TO SOLVE THE PROBLEM

Plagiarism means using someone else work without giving them proper credit. In academic writing, plagiarizing involves using words, ideas, or information from a source without citing it correctly. In practice, this can mean a few different things [1].

Plagiarism is divided into:

1. Copying parts of a text word for word, without quotation marks;
2. paraphrasing a text by changing a few words or altering the sentence; structure, without citing the source;
3. giving incorrect information about a source;
4. quoting so much from a source that it makes up the majority of your text;
5. reusing work you've submitted for a previous assignment, without citing yourself;
6. submitting a text written entirely by someone else (e.g., a paper you bought from a ghostwriter) [1].

When considering ways to combat plagiarism, it should be noted that plagiarism prevention depends on knowledge of and adherence to established editorial and academic standards for citation, paraphrasing, and formatting of references. Author guidelines emphasize the necessity of clearly distinguishing one's own contributions from the ideas of other researchers in every scientific document, including research articles, reviews, and reports. Such differentiation reduces the risk of misunderstandings and ethical violations during manuscript submission to journals and helps maintain academic integrity.

Training in academic writing skills, including proper citation and the use of reference management tools, helps prevent unintentional plagiarism. Fostering a culture of responsible handling of sources and adherence to publication ethics enhances researchers' professional competence and strengthens trust in scientific outcomes [2].

Plagiarism prevention involves adhering to clear citation rules, using specialized software to check texts, and increasing researchers' awareness of academic ethics. Educational institutions and scientific journals play a key role by implementing integrity policies and monitoring the quality of publications. Cultivating a culture of responsible engagement with scientific work is an essential condition for the development of modern science [3].

In conclusion, plagiarism undermines the credibility and integrity of scientific research, making prevention a critical aspect of academic practice. Adhering to proper citation standards, ethical guidelines, and editorial policies is essential to distinguish original contributions from the work of others. Training in academic writing and the use of reference management tools significantly reduce the risk of unintentional plagiarism. Educational institutions and journals play a pivotal role in fostering a culture of integrity and accountability among researchers. Ultimately, promoting responsible engagement with sources and ethical publishing practices strengthens both the quality and trustworthiness of scientific outcomes.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON CRITICAL THINKING DEVELOPMENT IN LEGAL EDUCATION

According to data published in early 2025, the share of articles generated by artificial intelligence or created with its assistance has exceeded the 50% mark [1]. Naturally, the scale of its expansion in recent years has made it a systemic factor influencing almost all fields of human life. It is important to note that this paper focuses on Artificial Narrow Intelligence.

ANI refers to narrow, task-specific systems that perform particular cognitive tasks within the limits of a trained model. Their key feature is that they do not “think” and do not possess intent. Instead, they generate text based on statistical regularities and probabilistic prediction of the next token, thus they reproduce patterns. Against this background, we explore how ANI, particularly LLM-based tools, influences the development of critical thinking in legal education.

A recent experiment conducted by researchers at MIT Media Lab examined how the use of chatGPT affects cognitive engagement during writing tasks. Participants were divided into three groups: one group wrote essays independently, the second group used search engines, and the third group relied on ChatGPT. Neural activity and cognitive patterns were monitored the whole time. Those who wrote without AI support demonstrated more sustained mental effort and greater engagement with the material. In contrast, participants who used a language model, demonstrated lower levels of analytical engagement and gradually showed a decline in structuring their arguments over time. Researchers described this phenomenon as the build-up of so-called “cognitive debt”, suggesting that relying on external systems for reasoning may gradually weaken the development of cognitive analytical skills [2].

Beyond that issue, large language models demonstrate systematic limitations, like biased information, confidently presented false information called “hallucinations” by researchers, when the model generates plausible but entirely non-existent sources or misinterprets existing ones [3].

In order to understand why these findings matter, it is necessary to clarify what is meant by “critical thinking”. To think critically means to process and synthesise information in a disciplined manner, so that it can be applied responsibly in decision-making and problem-solving. While AI can reproduce the form of reasoning, it does not participate in the cognitive processes that underlie critical thinking.

Survey data indicate that more than half of students over 18 report using AI tools for academic tasks [4]. It shows not only that AI reliance is far from marginal, but also how its usage is normalized among young adults who are still in the formative stages of intellectual development. With that being said, the long-term effect of constant usage of certain age groups will influence cognitive engagement in learning.

It is important to note that the influence of AI there is not solely negative. For example, it may provide cognitive benefits for high-functioning university students diagnosed with ADHD. A study examining that, reported improvements in concentration, productivity, task organisation and sustained focus during studying sessions. ChatGPT was described by participants as a helpful tool that breaks down complex material into manageable parts and reformulates explanations in clearer terms [5].

The relevance of these findings becomes particularly acute in the legal education context, where the full development and usage of critical thinking, argument construction, legal interpretation and evaluation of competing parties are essential. At the same time, the industry itself shifts in favor of AI (for example drafting documents and processing large amounts of information), so the law schools and universities have to preserve the development of critical thinking of future specialists, at the same time preparing them for working with AI tools.

Beside that, educators are now required to rethink teaching strategies, increasing the amount of dynamic verbal tasks under supervision, since the written assignments no longer reliably measure the individual reasoning skills and knowledge. Some studies

suggest integrating AI more in the process of education – for instance, by requiring students to identify biases, errors, fabricated sources in AI-generated papers, which could greatly prepare students for identifying artificially generated arguments and stances in future [6].

In conclusion, artificial intelligence is not something that education can simply exclude. Pure prohibition will be counterproductive, as it often increases demand while leaving students without the skills to use AI responsibly. Therefore, the current task of legal education is to integrate AI in a way that protects development and sharpens what AI cannot replace: the human mind.

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THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON THE LEGAL SPHERE

The great growth in artificial intelligence technologies has revolutionized the operational environment of the legal profession, significantly transforming the process of legal research, document analysis, and conflict resolution. In particular, the incorporation of machine learning, natural language processing, and predictive analytics in legal research, document analysis, and conflict resolution, among other legal practices, has advanced from theoretical assumptions to practical implementations in a wide range of legal systems and fields of law in the past decade. As legal professionals, law firms, and corporate legal departments increasingly adopt artificial intelligence technologies, their impact on the quality, accessibility, and equity of legal services is a subject of immense scholarly discussion in modern times (Surden, 2024). In this regard, this research paper seeks to explore the impact of artificial intelligence on the legal profession, including its practical applications, legal regulations, and ethical dimensions.

The legal profession is one of the fields that have demonstrated potential in artificial intelligence, including legal research, document analysis, conflict resolution, and legal drafting, among others. In particular, traditional legal research, including case law analysis, is one of the fields that have been significantly impacted by artificial intelligence technologies, with traditional legal research practices, including extensive manual research, analysis, and documentation, significantly supplemented by artificial intelligence technologies that can process extensive legal research in a relatively shorter period (Bliss, 2024). Westlaw Edge, an artificial intelligence platform, can answer complex legal research questions, provide summaries of legal cases, and offer relevant legal precedents with significant accuracy. According to the 2025 Legal Industry Report, "About 77 percent of lawyers who use AI do so primarily for purposes related to legal

research, with 82 percent reporting increased efficiency in their workflow" (Thomson Reuters, 2025). Not only have these advancements increased the rapidity of existing processes, but they have also expanded the potential range of a lawyer's research, allowing even smaller and mid-sized firms to compete with larger entities on an analytical scale.

Contract analysis, which often includes non-standard provisions, potential risks, and even suggestions for alternative language, has been a significant area of development with regard to artificial intelligence technology. One of the most commonly cited instances is JPMorgan's Contract Intelligence program, which reportedly reduces review time for commercial loan agreements from hundreds of thousands of hours annually to mere seconds (Richmond Journal of Law and Technology, 2024). The penetration of artificial intelligence technology with regard to contract drafting and review was perhaps most evident with regard to the largest law firms, with a significant proportion of Am Law 100 firms reportedly utilizing artificial intelligence technology for document analysis, contract drafting, and due diligence as of early 2024. However, this efficiency must also be considered with regard to potential inaccuracies, such as "hallucinations" that often result from artificial intelligence technology, which include "plausible but factually incorrect legal citations" (Merken, 2025).

The regulatory aspect of AI in law has developed at a rapid pace over the past few years, with the European Union's Artificial Intelligence Act marking an important step forward in the global regulation of AI technologies. Adopted by the European Parliament in March 2024 and applicable since 1 August 2024, Regulation (EU) 2024/1689 establishes the first global regulatory framework for artificial intelligence, using a risk-based classification approach that groups AI applications based on the level of potential harm that these applications can cause to fundamental rights and safety (European Commission, 2024). The Act also bans certain AI practices that are deemed unacceptable, such as biometric surveillance and social scoring, while imposing high transparency, human oversight, and risk management requirements on high-risk AI systems, such as those used in the provision of legal services or the administration of justice. This regulatory framework has significant implications for the legal profession that go beyond the simple obligation of the lawyer to comply with the rules themselves, also requiring

the lawyer to guide clients through the increasingly complex web of AI-related requirements (UIA, 2025).

However, apart from regulatory compliance, there are a number of ethical issues that have to be considered in relation to the integration of AI into legal practice. For instance, there is the issue of algorithmic bias, whereby there is a risk that existing inequalities in the justice system could be perpetuated, especially in relation to predictive policing, sentencing, and bail determinations, among other issues (NAACP, 2024). In recognizing these challenges, the American Bar Association recently constituted a Task Force on Law and Artificial Intelligence in August 2023 to consider the risks and opportunities that AI presents in legal practice. In their reports, it is recognized that legal professionals should be able to develop "AI literacy" to understand the capabilities and limitations of the tools they use, including how to ensure proper oversight to avoid "blind" delegation of professional judgment to machines (ABA, 2024).

The impact of AI on legal education is another area that is likely to have a significant impact on legal education, with law schools around the world increasingly including courses on AI in their curriculum to ensure that new entrants to the legal profession are aware of both the capabilities and limitations of AI in legal practice. According to a recent survey conducted by the ABA in 2024, 62% of law schools that responded to the survey offered AI-related coursework in the first year of law school, while 83% of law schools that responded to the same survey offered AI tools in existing courses on legal writing, trial advocacy, and professional responsibility (ABA, 2024). For instance, simulation-based learning environments, such as the Vanderbilt AI Law Lab, enable students to gain practical experience in using AI tools to solve legal problems, thus preparing a new generation of legal professionals who can effectively use technology while remaining committed to professional ethical standards.

Finally, with regard to our conclusion, we must state that the impact of artificial intelligence on the legal field is broad and deep, including its practical application, its regulatory aspects, its ethical implications, and its impact on legal education. It is true that artificial intelligence presents many advantages, but its practical application must also be accompanied by a commitment to professional responsibility, critical evaluation,

and fairness. The legal profession is at a crossroads, and the decisions that will be made with regard to artificial intelligence will have a profound impact on its character for decades to come.

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SKILLS TO TRANSLATE PROFESSIONAL TEXTS WITH THE INVOLVEMENT OF THE LATEST EDUCATIONAL TECHNOLOGIES

Globalization and the pace of digital change have turned professional translation into a much more demanding job. It's not just about knowing two languages anymore. When you're translating legal, technical, medical, economic, or scientific texts, you need sharp analytical skills, real knowledge of the subject, tech savvy, and a good sense of culture. These days, modern educational technology plays a huge role in building these skills and is changing how universities train translators [5].

The PACTE Group backs a competence-based approach in translation education. In their view, translation competence isn't just language ability. It's a whole system: you need strong bilingual skills, knowledge outside of language, the right tools, smart strategies, and even the right mindset. So, being a good translator means you can research, use technology, and tackle problems head-on. By bringing digital tools into the classroom, students get to practice and strengthen these abilities in real-life scenarios [2].

One core skill for translating professional texts is the ability to analyze texts and terminology in depth. Professional writing is all about being precise and consistent, and sticking to the rules of each genre. Using corpus-based methods-like digital language

databases-students can spot how language actually works and keep their terminology accurate. Mona Baker's research shows how valuable corpus linguistics is for understanding what's normal in translation and making better choices [1].

Tech skills really matter now. Tools like SDL Trados Studio and memoQ give translators access to translation memories, term databases, and built-in quality checks. When universities teach students these tools, they're not just learning software-they're picking up the workflows they'll see on the job, and learning how to be faster and more reliable. Anthony Pym points out that mastering these tools makes translators much more competitive [3].

Machine translation and post-editing are now essential too. Neural tools like Google Translate and DeepL churn out quick drafts, but people still need to step in and fix things. Post-editing teaches students how to check the machine's work, correct mistakes, and make sure the final text meets professional standards. Philipp Koehn's work shows that when humans and AI work together, translation gets faster without losing quality [6].

But there's more to it than just technical skills. Translators need to communicate and understand other cultures, too. Christiane Nord's skopos theory says the purpose of the translation should shape your approach. Universities use tech like online projects and virtual exchanges to help students work in teams, take responsibility, and build cultural awareness-all crucial for real-world communication [4].

Still, there's a catch. If students rely too much on automated tools, they risk losing their ability to think critically and solve problems on their own. That's why universities need to make sure tech supports-not replaces-the creativity and independent thinking that good translators need.

In the end, translating professional texts today calls for a broad range of skills: language mastery, subject expertise, technical know-how, and cultural insight. New educational technologies help students build these abilities and get ready for the fast-moving world of modern translation.

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CRITICAL THINKING IN AI-ASSISTED MARKET ANALYSIS FOR INTERNATIONAL BUSINESS

Between 2024 and 2026, international business research changed completely. It went from using manual, labor-intensive methods to a highly automated, AI-augmented

intelligence ecosystem. This change is mostly due to the problems with traditional research methods like focus groups and surveys, which are seen as slow, too expensive, and prone to human cognitive biases. On the other hand, modern AI tools can now analyze huge amounts of data about 100 times faster than people can, which cuts response times by 60% and overall operational costs by 50%. According to the data, companies that use predictive analytics in their market research make decisions that are 20% more accurate and run their businesses 30% more efficiently [4].

Even though these numbers are better, adding AI to strategies for entering and growing in international markets has created a new set of problems. Speeding up the processing of data does not automatically mean that wisdom or strategic foresight will also speed up. As AI becomes a “virtual coworker”, the analyst’s job has changed from gathering data to the more complex job of asking questions and figuring out what the results mean [5]. Critical thinking has become the fundamental skill that stops technological advancement from causing strategic misalignment. The strategic decision-making process (SDMP) in international business is now guided by the interplay between algorithmic efficiency and human-centric judgment, which makes sure that decisions are still ethical, culturally sensitive, and in line with the organization’s long-term goals [3].

The current state of AI-assisted market analysis is based on a modular stack of technologies that work at different stages of the intelligence lifecycle. Machine Learning (ML) is still the base layer. It uses past data to find complicated patterns and predict future trends. For example, Netflix uses recommendation engines to affect more than 80% of what people watch [2]. Natural Language Processing (NLP) has advanced to facilitate a profound comprehension of human sentiment across millions of data points, encompassing social media posts, reviews, and news alerts, which is crucial for real-time competitive intelligence and brand surveillance [4].

The “AI Thinking” framework has been suggested as a practical model for professionals to use when dealing with the difficulties of AI-assisted research. This framework is based on five important skills: getting people to use AI for certain tasks, coming up with the right methods, figuring out which tools are best, choosing representative data, and putting the insights in a bigger sociotechnical context. The

purpose of this kind of framework is to make it cheaper for interdisciplinary teams to talk to each other and make sure that AI systems are made to fit the needs of the business [8].

In the field of international strategic decision-making (ISDM), AI plays two roles: it organizes things and makes them possible. Companies that know a lot about AI tend to make decisions faster and more formally. AI tools help these companies pretend to be in different market situations, find good deals, and get around language barriers that could stop them from growing globally. However, the strategic impact of these technologies is often influenced by organizational culture and the degree to which human-centric values are incorporated into the decision-making process [3].

Educational and corporate training models are increasingly adopting a revised version of Bloom's Taxonomy to address the specific cognitive demands of working with generative AI. This revised model moves away from a linear hierarchy and toward a more interconnected, recursive process that emphasizes a "metacognitive domain". This domain involves reflective self-regulation, where the analyst must remain aware of their own cognitive processes and the potential for "automation bias", the tendency to overly rely on AI recommendations without critical scrutiny [6].

This framework identifies two distinct forms of critical engagement: thinking toward the AI, which focuses on refining prompts and evaluating bias, and thinking for the objective, which centers on synthesizing AI-generated insights into practical business applications. High-impact professionals are distinguished by their ability to integrate big-picture strategic thinking with intuitive judgment to personalize AI outputs.

Cognitive offloading, or the practice of transferring mental tasks to external devices, is a major risk connected to the widespread use of AI tools in business analysis. Offloading can increase productivity in the short term, but relying too much on technology can impair critical cognitive abilities like memory, reasoning, and problem-solving [9]. Frequent use of AI is significantly correlated negatively with critical thinking scores, according to research done with junior analysts and marketing students. Younger participants show a greater reliance on AI tools for novel tasks, making this decline especially noticeable.

The "exoskeleton" metaphor is frequently used to explain how AI affects skill

development: although the technology improves a worker's immediate capabilities, these gains may not always last when the worker loses access to the AI. For example, even though AI assistance produced short-term efficiency gains, it significantly reduced conceptual understanding and debugging abilities, according to a study on software developers. This implies that junior analysts who depend on AI to produce insights or summarize reports may not acquire the fundamental knowledge needed to recognize subtle market signals or sense-check automated outputs for errors. To counter these effects, organizations are encouraged to implement "mindful friction", deliberate pauses in the user experience that require intentional human engagement at critical decision junctures. Training programs must move beyond technical tool use to focus on the principles of "collaborative intelligence", where AI is treated as a teammate rather than a replacement for human thought [1].

Using AI to analyze markets comes with a lot of risks because of the quality of the data and how the algorithms work. "Hallucinations", or times when an AI creates fake or made-up information that sounds real, are a serious threat to the integrity of research. These fake outputs can include made-up legal citations, false statements that hurt someone's reputation, and market statistics that are not true. Because large language models (LLMs) use pattern recognition instead of real understanding, they can confidently present hallucinations as facts. This means that humans need to be very careful and check the facts [7].

The industry agrees that human oversight is not only a safety measure, but also a strategic advantage that keeps AI systems in line with company values and the law. There are three main ways that humans and AI can work together: "human-in-the-loop", where every decision must be reviewed by a human; "human-on-the-loop", where humans watch the system and step in when they see something strange; and "human-above-the-loop", where humans keep an eye on autonomous workflows [8].

By 2030, the next stage will be the "agent organization", where humans and AI agents will work side by side in real time. The transition to this model will not render human skills obsolete, but it will change how they are applied. Analysts will spend less time collecting data and more time asking strategic questions and interpreting complex

results. Critical thinking in market analysis using AI is the bridge that connects technological power with human wisdom, ensuring the ethical and sustainable growth of global business.

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HOW DIGITAL TECHNOLOGIES TRANSFORM COMMUNICATION AND EDUCATION

The way individuals communicate and learn in the modern world has been profoundly altered by digital technologies. The growth of cellphones, the internet, and other online platforms has facilitated quicker, simpler, and more accessible communication. Social media, video calls, and messaging apps have made it possible for anyone to communicate instantaneously, regardless of location. Digital technologies provide both teachers and students new options in the realm of education. Students can access instructional resources at any time and from any location thanks to online learning platforms, digital libraries, and virtual classrooms. People can learn independently and at their own pace because to this flexibility.

The use of digital technologies has already become necessary due to the globalization of education. Online systems were offered for administering academic institutions' daily operations, conducting classes, exchanging resources, and completing assessments. Nevertheless, these venues were used in a proactive manner. In order to maintain the educational system, the COVID-19 pandemic has compelled the institutions to switch to online instruction. Developed nations were prepared to handle this issue. Nonetheless, emerging nations put up a lot of effort to fulfill this obligation. In this crucial period, digital technologies have emerged as education's savior. The necessity of being globally integrated into the educational system is brought to light by this worldwide issue.

Digital technologies help students develop skills like problem-solving, thinking structure construction, and process comprehension that will be necessary for their professional success. Additionally, they are getting ready for an increasingly uncertain and evolving future where technology will be crucial. The traits and skills that students gain will be crucial to their success in the workplace. Digital technologies and educational materials enhance the classroom environment and make the teaching-learning process more engaging. Students can take a more active role and be at the center of the process when they use computers and other devices in conjunction with digital tools. In this method, the instructor serves as a guide and has the authority to approve learning efficiency. Learners can upload their work or acquire the necessary information using the many digital resources [1].

Numerous flaws in the digital revolution of education may occur if educational institutions do not use digital technologies appropriately, according to an analysis of scientific studies. For example, failing to grab students' interest and preventing them from learning the curriculum's required knowledge, skills, and competencies could have a detrimental effect. When it comes to learning activities, most students prefer to use digital gadgets. But there are also a lot of obstacles to overcome when implementing these new technologies in the sphere of education. The "digital divide," or the difference in access to high-quality new technology between various geographical areas and socioeconomic groups, is one of the primary issues. Despite the advancements, many educational institutions still struggle to integrate new technologies because of inadequate infrastructure or a lack of digital skills among both teachers and students, particularly in rural areas or poor nations. Similarly, the effective integration of new technologies in the classroom depends on teacher preparation. Many instructors may not be able to fully utilize developing technology because they lack the skills needed to use these tools successfully. To stay current with new technologies and successfully incorporate them into their educational methods, instructors must engage in ongoing training and professional development [2].

And Artificial intelligence (AI) is quickly changing how people learn, instruct, and comprehend the environment. But its growth also raises the possibility of problems and

disparities. Advanced AI tools are frequently dependent on financial resources, digital infrastructure, and technology—all of which are not equally accessible to everyone. As a result, some communities and students might gain a lot from AI, while others might have less access and possibilities. This circumstance emphasizes the danger that, if AI is not used carefully and responsibly, it could widen already-existing technical and educational divides [3].

So students need to learn how to evaluate their sources critically and analyze information on their own in the digital age. Although there is a vast quantity of information available online, not all of it is trustworthy or accurate. Students must so acquire the ability to analyze, compare, and evaluate data. However, it's crucial to make sensible use of AI tools. AI can aid in learning, information retrieval, and comprehension of difficult subjects, but it shouldn't take the place of students' own critical thinking and effort. Students who utilize AI responsibly and thoughtfully will study more efficiently and develop into more self-sufficient learners.

By increasing the accessibility of information and the flexibility of learning, digital technologies have profoundly changed communication and education. Students can learn anywhere and at any time thanks to online platforms, digital resources, and contemporary tools, expanding educational options globally. However, as technology advances quickly, both educators and students face new difficulties. As a result, it's critical to employ digital tools in the classroom in an ethical and efficient manner. Instead of relying just on digital technologies, students should learn how to think critically, analyze analytically, and assess information on their own. Artificial intelligence and digital technologies can significantly enhance learning, raise educational standards, and get pupils ready for a future in which technology will be crucial.

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THE IMPACT OF DIGITAL TECHNOLOGIES ON FOREIGN LANGUAGE LEARNING

Digital technologies have dramatically reshaped foreign language learning by transforming traditional classroom practices and introducing interactive, flexible learning environments. Research highlights that technology not only enhances linguistic competence but also supports cognitive development, learner motivation, and autonomy. Digital tools such as online platforms, mobile applications, AI-enabled tutors, and virtual learning environments offer personalized learning experiences that cater to diverse learner needs [1, p. 3-9].

One of the major benefits of digital technologies is their ability to enhance learner engagement and motivation. Studies show that students tend to be more motivated when learning involves interactive tools, which provide multimedia content and encourage collaboration [2]. Moreover, digital learning environments enable learners to control the pace and timing of their studies, promoting autonomy and individualized learning paths. According to a comprehensive analysis, “digital resources optimize the learning process by making it mobile, individual, and differentiated,” leading to higher learner satisfaction and improved outcomes.

Digital technologies also play a crucial role in developing communicative

competence. For example, AI-powered dialogue systems and interactive platforms allow students to practise real language use in realistic contexts, improving speaking and listening skills beyond traditional activities. These systems facilitate immediate feedback and adaptive learning, which are essential for mastering complex language skills.

In addition to linguistic benefits, digital language learning has been linked to cognitive gains. Research indicates that learners with higher digital competence tend to achieve better language outcomes and exhibit improved memory, problem-solving skills, and multitasking abilities. Digital games and interactive content also enhance retention and comprehension more effectively than traditional text-based methods.

Despite these advantages, the integration of technology into language learning is not without challenges. Unequal access to digital resources, limited teacher training, and technical issues can hinder effective implementation, especially in under-resourced settings [3, p. 2-3]. Furthermore, overreliance on technology may reduce opportunities for face-to-face communication and social interaction, which remain vital components of language acquisition.

In conclusion, digital technologies have a profound impact on foreign language learning by enhancing motivation, engagement, communicative competence, and cognitive development. These tools provide rich, flexible, and personalized learning environments that support independent learning and real-world language use. However, successful integration depends on thoughtful pedagogical planning, equitable access to technology, and continuous teacher development.

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LEGAL ASPECTS OF DIGITALIZATION OF UNIVERSITY EDUCATION: PROTECTION OF PERSONAL DATA AND COPYRIGHT

Modern education actively integrates digital technologies, fundamentally changing how students learn and interact within universities. Digitalization opens new opportunities for learning, accessibility, and knowledge sharing but simultaneously raises complex legal issues related to personal data protection and copyright. In this report, I will examine the main aspects of these issues in the context of university education, emphasizing the challenges and responsibilities that arise in digital learning environments.

Digitalization transforms not only technical teaching tools but also the very nature of educational legal relations. The use of online platforms, cloud services, and artificial intelligence technologies creates a new educational environment where personal data management and intellectual property protection become essential legal concerns. Universities are increasingly reliant on these tools to deliver lectures, store academic records, monitor learning progress, and communicate with students in real time [1, p. 44].

Universities process large volumes of personal data of students and staff, including academic performance, examination results, emails, and video recordings of lectures. This raises critical privacy concerns and requires strict adherence to privacy standards and legislation, including the Law of Ukraine «On Personal Data Protection» 2010.

Ensuring informed consent and transparent data practices is essential, especially when third-party service providers, such as cloud platforms or learning management systems, are involved. Without proper safeguards, the risk of data misuse, unauthorized access, or accidental disclosure increases significantly [2, p 10].

In addition to privacy concerns, the protection of intellectual property in digital education is a growing challenge. Educational materials such as lectures, slides, video courses, and electronic textbooks are considered copyrightable works under the Law of Ukraine «On Copyright and Related Rights» [3, p. 557]. The digital format of these works facilitates reproduction and distribution, which may lead to unauthorized use or infringement. Clear institutional policies and licensing agreements are therefore necessary to define ownership, usage rights, and responsibilities for both faculty and students. Furthermore, the introduction of generative AI tools for creating educational content and assessing student performance introduces additional legal questions regarding authorship, copyright, and liability [4].

Digitalization also affects academic integrity and data security. Online exams, proctoring systems, and AI-assisted assessment tools collect sensitive student data, including biometrics and behavioral analytics. Universities must implement robust technical and organizational measures to ensure the confidentiality, integrity, and lawful processing of such data. At the same time, balancing privacy rights with educational needs requires clear ethical guidelines and compliance with both national and international regulations.

In conclusion, the digitalization of university education provides significant opportunities for innovation and accessibility but also creates complex legal challenges. Protecting personal data and copyright is essential for a safe, effective, and legally compliant educational environment. Universities must develop comprehensive policies, implement security measures, and ensure transparency to uphold the rights of students and educators. Future legislation and institutional practices should strive to maintain a careful balance between technological progress and the protection of fundamental human rights.

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DIGITAL TECHNOLOGIES FOR DEVELOPING SPEAKING AND WRITING SKILLS IN FOREIGN LANGUAGE LEARNING

Digitalization has significantly transformed modern education, particularly in the field of foreign language learning. Universities increasingly integrate digital technologies

into the educational process to improve students' communication skills and provide more flexible learning environments. Digital tools such as language learning platforms, artificial intelligence applications, and multimedia resources allow students to develop speaking and writing skills more effectively than traditional methods [2].

In the context of globalization and international cooperation, the ability to communicate in foreign languages has become an essential competence for university graduates. Therefore, the use of digital technologies in foreign language education is gaining increasing attention among researchers and educators.

Digital technologies provide numerous opportunities for improving foreign language learning. Online platforms, mobile applications, and interactive educational environments enable students to practice language skills at any time and from any location. This flexibility increases learners' motivation and allows them to engage more actively in the educational process [1].

One of the most important advantages of digital tools is the possibility of interactive communication. Platforms for video conferencing, online discussions, and collaborative projects allow students to practice speaking in real-time communication situations. Such technologies simulate authentic language environments and help students overcome psychological barriers related to speaking a foreign language.

Writing skills can also be effectively developed through digital technologies. Various online platforms provide opportunities for collaborative writing, peer feedback, and automated grammar correction. These tools help students identify mistakes, improve vocabulary, and develop academic writing skills [3].

Artificial intelligence applications play an increasingly important role in this process. AI-based systems can analyze texts, provide recommendations for improvement, and assist students in structuring their written work. As a result, students receive immediate feedback and can gradually improve their writing abilities.

Despite numerous advantages, the digitalization of foreign language education also presents certain challenges. One of the main issues is the risk of overreliance on automated systems, which may reduce students' independent analytical thinking. In addition, digital inequality and limited access to technology can affect the effectiveness

of online learning [3].

Another important concern is academic integrity. The use of digital tools must be combined with clear ethical guidelines to prevent plagiarism and misuse of artificial intelligence technologies.

Digital technologies play an increasingly important role in the development of speaking and writing skills in foreign language education. They provide new opportunities for interactive learning, personalized feedback, and flexible educational environments. However, effective integration of these technologies requires careful pedagogical planning and responsible use by both teachers and students [1].

The future of foreign language education will largely depend on the ability of universities to combine innovative digital tools with traditional teaching methods in order to create a balanced and effective learning process.

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**TRANSFORMATION OF LEGAL METHODOLOGY IN THE ERA OF
AGENTIC ARTIFICIAL INTELLIGENCE: FROM OPERATIONAL
EFFICIENCY TO INTELLECTUAL PARTNERSHIP**

The global legal industry in 2026 has definitively transcended the narrow confines of mere task automation that dominated the preceding decade [9]. As Richard Susskind argues in his seminal work *How to Think About AI* (2025), the professional community is undergoing a fundamental transition from “process-thinking,” focused on methods of work, to “outcome-thinking,” where value is determined by the quality of legal outcomes and the advancement of preventive justice [9]. The primary driver of this shift is agentic artificial intelligence (Agentic AI), which — unlike reactive generative models — possesses the capacity for autonomous goal-setting, planning, and execution of multi-stage tasks [6]. In contemporary conditions, AI ceases to function merely as a time-saving tool and becomes a “proactive team member” capable of independently initiating analytical processes within early case assessment (ECA) and complex strategic planning [10].

Empirical evidence substantiates the scale of these changes. According to the Thomson Reuters *Future of Professionals Report 2025*, organizations with a clearly articulated AI strategy exhibit revenue growth rates twice those of conservative participants [10]. The deployment of intelligent systems enables lawyers to release up to 240 hours of annual working time per professional, generating an aggregate economic impact of USD 32 billion solely in the United States [10]. The scientific foundation of this transition is reinforced by developments such as the LegalMind framework (Raju et al., 2025), which employs an agentic architecture to reduce operational costs by 42.6% and accelerate document processing by 60.8% relative to baseline models [6]. Nevertheless, the shift toward autonomous agency in AI necessitates a rigorous critical reassessment through the lens of professional responsibility and risk.

The central ethical and professional threat remains “automation bias” — the cognitive distortion whereby lawyers tend to accept algorithmic outputs without reservation [1]. Empirical research demonstrates that even advanced retrieval-augmented generation (RAG) systems retain hallucination rates ranging from 17% to 33% when handling complex legal queries [4]. Judicial practice in 2025 has radicalized sanctions: in *Johnson v. Dunn* (N.D. Ala., July 23, 2025), the court imposed disqualification of counsel and referral to licensing authorities for submission of fabricated citations generated by

ChatGPT, underscoring that the duty of verification is non-delegable and cannot be transferred to a machine [3]. Beyond hallucinations, the phenomenon of “strategic deskilling” emerges: junior lawyers risk losing foundational analytical skills by delegating cognitive load to machines.

From August 2026, the regulatory landscape undergoes profound change with the full applicability of the EU Artificial Intelligence Act to high-risk systems in justice administration [11]. Non-compliance with transparency and human oversight requirements entails fines of up to EUR 35 million or 7% of global annual turnover [11]. The concept of “liability by design,” advanced by the Sedona Conference (2025), mandates the embedding of audit mechanisms at every stage of a model’s lifecycle, rendering explainability not merely a technical feature but a legal safeguard in tortious liability [7].

Legal education in 2026 responds to these challenges through the paradigm of hybrid professionalism. Harvard Law School, through its Institutional Data Initiative (IDI), has shifted focus toward training lawyers as “information architects” who curate and cleanse millions of pages of public data for responsible model training [2]. Stanford CodeX, via its “AI + Legal Help Clinic 2026,” has introduced mandatory bias auditing for all student-developed tools: students not only build systems to enhance access to justice but also test them for discriminatory patterns, a critical measure for preserving institutional legitimacy [8]. Mitchell Hamline School of Law has pursued full integration (embedded AI) into doctrinal courses such as Contracts, where technology serves as a learning enhancer rather than a substitute for reasoning [5].

From the standpoint of professional responsibility, ABA Formal Opinion 512 (2024) establishes that competence now inseparably includes understanding the technical risks of AI, safeguarding client confidentiality, and preserving the independence of professional judgment [1]. The proactivity of AI in 2026 manifests in its capacity to act as “devil’s advocate,” modeling opposing arguments or predicting judicial reactions based on judicial performance analytics.

In conclusion, the period 2026–2030 will constitute the era of neuro-symbolic architectures that combine the statistical power of large language models with the

deductive logic of legal norms to overcome hallucination problems [12]. The future of justice depends on the legal community's ability to integrate agentic AI not as a means of workforce reduction, but as a cognitive amplifier that enables focus on higher ethical judgment and strategic counseling. Lawyers of tomorrow must become strategic architects who orchestrate hybrid teams of humans and autonomous agents to strengthen the rule of law in a digital society.

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**THE IMPACT OF INTERNATIONAL EDUCATION
ON THE FORMATION OF FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE OF STUDENTS
IN LAW AND INTERNATIONAL RELATIONS**

International education has become one of the key factors shaping the professional training of future specialists in law and international relations. In the context of globalization and increasing interdependence between states, the ability to communicate effectively in a foreign language is no longer an additional advantage but a fundamental professional requirement. Academic mobility programs, international exchanges, and participation in joint educational initiatives significantly contribute to the development of foreign language communicative competence and enhance students' readiness for professional activity in the international arena.

International education creates a multilingual and multicultural academic

environment that promotes linguistic immersion. Participation in academic mobility programs, such as Erasmus+, enables students to study in foreign universities, attend lectures in a foreign language, and interact daily with representatives of different cultural and legal traditions. Such experience contributes not only to the improvement of language proficiency but also to the development of intercultural communication skills, which are essential for professionals in international relations [1]. Being immersed in real academic conversations helps students pick up the professional jargon, write better papers, and actually argue their points effectively in another language.

Professionals in international relations require comprehensive language competence that includes grammatical accuracy, intercultural awareness, pragmatic skills, and mastery of specialized terminology. According to Byram (2021), communicative competence in an international context also requires intercultural sensitivity and the ability to interpret cultural meanings appropriately (Byram, 2021, p. 45). International education provides students with real-life situations in which these competences are formed and tested. For instance, participation in international conferences, model diplomatic negotiations, and joint research projects fosters the ability to present arguments clearly, negotiate effectively, and engage in professional discussions.

Moreover, academic mobility strengthens students' confidence in using a foreign language in formal and informal settings. Communication with professors and peers from other countries encourages spontaneous speaking, critical thinking, and adaptation to diverse communicative styles. As research indicates, students who participate in exchange programs demonstrate a higher level of communicative flexibility and professional language competence compared to those who study exclusively in a domestic educational environment (Mitchell, 2020, p. 213).

At the same time, international education also presents certain challenges. Differences in academic traditions, assessment systems, and communication styles may initially create difficulties for students. Linguistic barriers and psychological adaptation to a new cultural environment can temporarily reduce academic performance [2]. However, overcoming these challenges ultimately contributes to personal and

professional growth, strengthening students' autonomy and resilience.

For students of international relations, foreign language communicative competence is directly linked to their future professional responsibilities, including diplomatic communication, international negotiations, preparation of analytical reports, and participation in international organizations. Therefore, international education should be considered not only as an opportunity for cultural exchange but also as a strategic tool for enhancing professional competitiveness in the global labor market.

In addition to physical academic mobility, the digitalization of higher education has expanded the possibilities for developing foreign language communicative competence. Virtual exchange programs, online joint courses, and international research collaborations conducted through digital platforms enable students to engage in cross-cultural communication without leaving their home countries. Such formats require a high level of written and oral precision, as well as the ability to interpret meaning in technologically mediated environments. Participation in international webinars, online simulations of diplomatic negotiations, and collaborative academic projects enhances students' ability to adapt their communicative strategies to diverse audiences. Thus, digital internationalization complements traditional mobility programs and broadens access to intercultural learning opportunities.

In conclusion, international education plays a crucial role in the formation of foreign language communicative competence of students in law and international relations. Academic mobility programs create conditions for linguistic immersion, intercultural interaction, and professional communication practice. Despite existing challenges, participation in international educational initiatives significantly enhances students' language proficiency, intercultural awareness, and readiness for professional activity in the international sphere. From my perspective, supporting international programs is essential for preparing students to succeed in a globalized professional world.

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LEGAL REGULATION OF THE USE OF ARTIFICIAL INTELLIGENCE AND DIGITAL PLATFORMS IN THE TRAINING OF FUTURE LAWYERS

In modern education, technology is everywhere. Especially in legal education, students now use digital platforms and artificial intelligence (AI) tools. We use Zoom to attend lectures, online tests to check knowledge, and AI programs like ChatGPT to help understand legal topics. These tools make learning easier, faster, and more flexible. The usage of AI and digital tools in education also raises legal questions. We need laws and regulations to make sure that these tools are safe, fair, and respect students' rights. In this thesis, we want to discuss how AI and digital platforms are used in legal education, the benefits they bring, and the legal rules that regulate their use. We also give examples from the European Union (EU) and Ukraine.

Digital platforms have become an important part of studying law. Zoom is one of

the most popular tools. It allows students to attend lectures from home or anywhere in the world. This is very helpful when students cannot be on campus because of illness, travel, or other reasons. Zoom also allows recording lectures, so students can watch them again and revise the material.

Online tests are another important digital tool. They help students check their knowledge quickly. For example, after a lecture on constitutional law, students can take a test online and see which answers are correct or wrong. Online tests also save teachers' time and allow them to give feedback faster.

Artificial intelligence (AI) tools like ChatGPT are now used by many students. AI can help summarize legal texts, explain complex legal terms, and even generate practice questions. For example, a law student can ask ChatGPT to explain the principle of the presumption of innocence in simple English. AI can also help students practice legal English by giving examples of sentences or contracts.

Despite the benefits, the use of AI and digital platforms brings legal challenges. One important issue is academic honesty. AI can generate essays, answers, or reports automatically. Some students might use AI to complete assignments without understanding the material themselves. This is called cheating. To prevent this, universities need clear rules about how AI can be used in education [1].

Another issue is privacy and personal data protection. Digital platforms and AI systems collect students' information, such as names, emails, academic results, and sometimes even video recordings. This personal information must be protected by law. The EU Artificial Intelligence Act is one example of a law that requires AI to be safe, transparent, and respectful of human rights. It also requires that AI should not discriminate or give unfair results. These legal rules are important for education because they help protect students and teachers from problems with technology [2].

In Ukraine and many other countries, the laws about AI and digital platforms in education are still being developed. Some countries do not yet have specific regulations for AI in learning. This creates legal uncertainty for students and teachers. Universities often make their own internal rules to control AI use. For example, a university may allow students to use AI for research but not for writing essays or answering test questions [3].

It is also important that students and teachers learn about legal rights and obligations when using technology. Law students should know about data protection laws, academic integrity policies, and future changes in AI regulation. This knowledge helps future lawyers understand how technology affects legal practice and society. It prepares students not only to use AI and digital platforms wisely but also to advocate for proper legal rules and protections in the future.

Example 1: The EU Artificial Intelligence Act regulates AI use in education. It sets rules for transparency, safety, and fairness. AI must respect privacy and not harm students. These rules are important for law students because we learn about rights, fairness, and digital ethics while using AI tools [2].

Example 2: Ukraine has general data protection laws and academic rules. Universities also create guidelines about AI use. For example, AI can help summarize legal cases but cannot replace student assignments. These rules protect students and ensure academic integrity [3].

Example 3: Legal students must use AI ethically. AI can help study, but students should not submit AI-generated answers as their own work. Universities and lawmakers are creating rules to balance innovation with fair learning [4].

AI and digital platforms improve flexibility, access, and learning quality. Zoom allows students to join lectures from home, online tests provide instant feedback, and AI tools help explain legal concepts. They also prepare students for a digital legal profession.

At the same time, there are risks. AI can be misused for cheating, students' personal data may be at risk, and laws are still being developed in many countries. Overreliance on AI may reduce critical thinking. Legal regulations are needed to address these issues and ensure safe, fair, and ethical use of technology in education.

AI and digital platforms are very useful for legal education. They make learning faster, more flexible, and more modern. However, without clear legal regulation, these tools may create problems with privacy, fairness, and academic honesty. Academic integrity, privacy, and fair use must be protected. Clear legal regulations help students and teachers use AI safely. Laws like the EU Artificial Intelligence Act show how AI can be regulated to protect human rights and fairness. Ukrainian universities are also

developing internal rules to guide students. Future lawyers must learn not only the law but also how to use technology responsibly. This helps us prepare for the modern legal profession, where digital tools and AI will play an important role in law practice. Legal regulation of AI and digital platforms is essential. It ensures safe, fair, and ethical use of technology in legal education. This protects students, supports quality learning, and prepares future lawyers for the digital world.

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ROLE OF ENGLISH-LANGUAGE ANALYTICAL SOURCES IN STUDYING MODERN TRENDS IN THE FORMATION AND DEVELOPMENT OF GLOBAL FINANCIAL CENTRES

The dynamic evolution of the international system in the 21st century has prompted scholars to focus on the intricate processes underlying the establishment and maturation of global systems. Specific regions have emerged as pivotal drivers of international

investment, financial innovation, policy formulation, and economic expansion. Given the historical predominance of the English language within the realms of global finance and economics, a rigorous assessment of its role is indispensable for a thorough understanding of current trajectories in these processes [1, c. 357–368; 2].

The present study emphasizes that research endeavors concerning international markets are predominantly conducted and disseminated in English [4; Singh, 2019, p. 300]. Esteemed institutions and global markets contribute significantly to the dissemination of knowledge through rankings, government analyses, policy frameworks, and academic investigations. Notably, the Global Financial Centres Index (GFCI) serves as one of the quintessential instruments for evaluating financial hubs. It employs a comprehensive methodology to assess financial centers based on parameters such as industrial performance, human capital, infrastructural advances, development within the financial sector, and overall reputation [3]. The English-language version of the GFCI's methodological approach offers researchers invaluable insights and analytical tools integral to evaluating the efficacy and global competitiveness of financial institutions.

Beyond rankings, reports published by authoritative organizations such as the International Monetary Fund (IMF) and the World Bank play an indispensable role in capturing the multifaceted dimensions of global financial development. The academic discourse within their publications spans topics ranging from financial stability and regulatory reforms to digital transformation, financial integration, and macroeconomic progress. These comprehensive documents necessitate advanced English proficiency for effective engagement, underscoring that linguistic competence in English transcends basic academic requirements to become a critical instrument for conducting meticulous research on international economic phenomena [2; Selvi, 2021].

English-language resources hold intrinsic value beyond their informative offerings; engaging with critical texts cultivates higher-order cognitive skills such as analytical reasoning and critical evaluation [1, c. 360; Singh, 2019, p. 305]. The extensive body of international literature explores significant areas including the influence of fintech advancements, sustainable finance frameworks, and the integration of environmental, social, and governance (ESG) criteria into urban development [3; Hislatovich, 2026].

Through meticulous exploration of these subjects, scholars gain exposure to diverse perspectives, develop comparative analytical competencies, and identify vital determinants shaping the evolution of global markets.

Furthermore, the increasingly pervasive impact of digital transformation, technological innovation, and international regulatory interventions on market ecosystems is predominantly addressed within English-language discourses [3; Selvi, 2021]. Dialogues concerning fintech infrastructure, digital currencies, green finance approaches, and transnational regulatory standards frequently utilize English, presenting challenges for researchers who lack adequate linguistic capabilities. Consequently, excluding considerations of such discourses would render any exploration into modern financial institutions methodologically deficient and disconnected from broader global exchanges [3; Hislatovich, 2026].

From an academic standpoint, integrating English into curricula for students specializing in international economic relations has the potential to substantially enhance their academic and professional acumen [2; Singh, 2019]. Exposure to scholarly reports and specialized articles allows students to acquaint themselves with industry-specific terminology, refine their ability to craft academic papers, and improve their comprehension of complex financial documentation [1, c. 365–366]. This reflects the significance of English for Special Purposes (ESP) as not merely a linguistic skill but as an indispensable research apparatus enabling scholars to navigate and contribute effectively to nuanced discussions about global economic dynamics [2].

Additionally, the systematic evaluation of English proficiency equips learners with critical thinking capabilities that are vital in contemporary education settings [1, c. 368; Singh, 2019]. Learners develop superior discernment in differentiating rigorous analyses from journalistic narratives, assessing evidentiary reliability, interpreting statistical data, and constructing evidence-based conclusions. This pedagogical strategy aligns closely with modern standards of higher education amidst globalization and technological transformation—an era marked by heightened demand for integrated academic excellence and language expertise [2; Selvi, 2021].

Finally, innovative language learning technologies dedicated to English assume a

pivotal role in preparing researchers to engage deeply with prevailing discourses on international market trends [2; Hislatovich, 2026]. These tools not only facilitate access to globally endorsed methodologies but also introduce novel concepts critical for producing high-caliber research outputs. Engagement with such platforms fosters communicative competence in foreign languages while enhancing professional readiness among future specialists aspiring to excel in International Economic Relations. Thus, the symbiotic interaction between economic scholarship and sophisticated English-language discourse constitutes an essential facet of training within contemporary academic and professional landscapes [1; 2; Selvi, 2021].

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ACADEMIC WRITING IN A FOREIGN LANGUAGE AS A COMPONENT OF UNIVERSITY STUDENTS' PROFESSIONAL TRAINING

Academic writing is a researcher`s activity involving the creation or determining of scientific or educational texts that present research results in written form. The ability to express one`s own point of view in writing, based on professional literature, is a paramount component of the modern educational process in higher educational institutions.

Such writing in a foreign performs a number of important functions for the student. Firstly, it provides the personal development of linguistic, cognitive and research skills. Secondly, written work encourages academic success as the student acquires the ability to systemize knowledge and explore new ideas. Thus, academic writing represents a complex skill that helps to discover new ideas, persuade others and organize knowledge.

Another aspect is the development of a professional communication style. Academic writing helps the student learn to choose an appropriate style depending on the purpose: formal, informal or semi-formal [1, p. 163]. This skill is a basic necessity for any future profession, since a modern specialist must be able to adapt language and communication style to the professional context, target audience and communicative situation.

Moreover, academic writing in a foreign language increases students` ability to participate in the international academic and professional community. In the context of globalization and digitalization of education, English and other foreign languages serve as the main means of scientific communication. The ability to prepare research papers, conference abstracts, analytical reports and professional correspondence in a foreign language increases students` competitiveness in the labour market and broadens their opportunities for academic mobility and international cooperation.

Another significant advantage can be the enhancement of cultural awareness and intercultural communication. Reading scientific articles, professional literature and analytical texts in a foreign language exposes students to different cultural perspectives, traditions and intellectual approaches. Such exposure provides deeper insights into various societies, historical contexts and professional practices [2].

As a result, students broaden their worldview and develop a more nuanced understanding of the language within its cultural and disciplinary framework. This intercultural dimension is particularly important in modern professional training as future specialists are expected to operate in multicultural and international environments. Therefore, engagement with foreign-language academic texts not only improves linguistic proficiency but also strengthens students' global and professional outlook.

It is also possible to note that the nature of a foreign language as an academic discipline creates favorable conditions for the development of students' critical thinking skills. Researchers emphasize that teachers of foreign languages play a vital role in fostering critical thinking while teaching linguistic competence [3].

Learning a foreign language is described as a deeply metacognitive process, since students constantly reflect on their own comprehension and production. This ongoing cycle of self-monitoring, self-assessment and strategy adjustment directly contributes to the development of metacognitive awareness, which constitutes a fundamental element of critical thinking.

Moreover, when working with authentic materials, such as news articles or scientific texts in the target language, learners are required not only to understand the literal meaning but also to evaluate the authors' intentions, cultural assumptions and possible bias [3].

Therefore, in the context of academic writing in a foreign language, critical thinking becomes an integral component of professional training. The process of analyzing foreign-language sources, interpreting arguments and constructing well-grounded conclusions enables students to move beyond mechanical language use toward deep analytical engagement. Consequently, academic writing functions not merely as a linguistic exercise but as a powerful tool for cultivating intellectual autonomy,

information literacy and professional maturity in future specialists.

In conclusion, academic writing in a foreign language should be regarded as an essential and integral component of university students` professional training. It not only enhances linguistic competence but also develops cognitive, analytical and research skills necessary for successful academic performance. Through structured written communication, students learn to systematize knowledge, formulate evidence-based arguments and adapt their communication style to various professional contexts.

Furthermore, engagement with foreign-language academic texts broadens students` cultural awareness and prepares them for participation in the international academic and professional community. In the era of globalization and digitalization, the ability to produce high-quality academic texts in a foreign language significantly increases students` competitiveness and opportunities for academic mobility and international cooperation.

Finally, academic writing fosters critical thinking and metacognitive awareness, encouraging students to analyze information deeply, evaluate sources critically and construct well-reasoned conclusions. Therefore, academic writing in a foreign language should be viewed not merely as a linguistic discipline, but as a strategic educational tool that contributes to the formation of competent, independent and globally oriented professionals.

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DIGITAL SECURITY CHALLENGES IN MODERN UNIVERSITY EDUCATION

The current stage of higher education development in Ukraine is characterized by the active implementation of digital technologies, which essentially changes traditional pedagogical methods and the organization of educational process as a whole. In this regard, the reorientation of modern educators toward a deep understanding of the new requirements for professional activity becomes particularly relevant. This involves readiness for the digital transformation of the educational process, the ability to effectively use digital technologies, implement the principles of forward-looking education, introduce innovative teaching methods aimed at developing the creative potential of individuals, and create an interactive digital educational environment. The use of digital tools in the field of education opens new opportunities for enhancing students' self-organization and ensuring a simpler, yet no less engaging, approach to the learning process. At the same time, these changes create a number of challenges for participants in the educational process, as they require effective adaptation to rapid changes in the modern environment.

The study of the features of digitalization development in higher education institutions, especially in the context of the COVID-19 pandemic and the full-scale invasion is requires special attention. During this period, the forced restrictions of social

contacts led to the active use of alternative forms of communication, which affected the organization of the educational process. Among the main problems is the unpreparedness of the educational system to transition to new ways of conducting the educational process due to an insufficient material and technical base and the moral unpreparedness of educators. Other obstacles to digitalization in higher education institutions at the level of students, teachers, technological infrastructure, and institutional management include the need to improve technical infrastructure and ensure stable high-speed Internet access, the insufficient level of digital competence among participants in the educational process, limited time resources for preparing teaching materials using digital tools, teachers' lack of confidence when working with such technologies, as well as the need to adapt curricula to new formats of presenting educational content [2, c. 1319].

Another threat to the digital transformation of the educational process is computer viruses and malicious programs (malware) that may change or damage the operating system without the user's permission, using attached files in the e-mail or advertisements. When students or teachers download resources from electronic systems, there is a high chance of simultaneously downloading malicious code. In addition, students often use their personal devices to search for information, collaborate, or communicate with other students during learning [4, c. 68]. Moreover, students are primary users of social media, which creates a favorable environment for the spread of viruses, malware, and other cyber threats through social media platforms.

Academic integrity is an important part of the modern educational process, that provides adhering to ethical principles and rules during educational, scientific and research activities. Wide access to online resources, electronic libraries and various information platforms makes the process of getting information easier. At the same time, this creates risks of violating academic standards, particularly plagiarism, unauthorized copying of materials, and the use of third-party help during online exams.

It is impossible to overlook the issue of digital accessibility for people with disabilities. Despite the significant development of information technologies, a considerable number of web resources still do not meet accessibility requirements. As a result, people with disabilities, particularly those with visual, hearing, or mobility

impairments, encounter serious difficulties when using digital technologies [1, с. 59]. The lack of proper accessibility standards effectively leads to discrimination against such users in the digital environment, as they are unable to fully access information, participate in social interaction, and use electronic services on equal terms with others. Such a situation contradicts the principles of equality and inclusiveness proclaimed by modern society.

Digital technologies provide opportunities for learning, enhance safety during periods of military conflict, and also contribute to improving the quality, accessibility, and flexibility of education. Along with the numerous advantages, the use of digital technologies also has a number of challenges. For the effective integration of digital technologies in education, it is necessary to provide training for teachers in the field of digitalization, create conditions for blended and remote learning, and strengthen psychological and methodological support. To ensure equal opportunities for all participants in the educational process, it is necessary to create an inclusive learning environment. This involves using adapted technologies, ensuring the accessibility of educational materials for individuals with special educational needs, and developing digital skills among all students.

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**FROM AI EXPLORATION TO EXECUTION: A 2026 PERSPECTIVE ON
HOW LAW STUDENTS MUST MOVE BEYOND "PILOTING" TOOLS
TOWARD DISCIPLINED USE OF ANALYTICS
AND INTEGRATED AI WORKFLOWS**

The global legal industry, as of early 2026, is in the final stages of transitioning from the phase of chaotic experimentation with generative artificial intelligence models to the anticipated stage of systematic execution (Execution Era) [1].

The key determinant of this transformation will be regulatory consolidation: the EU Artificial Intelligence Act (EU AI Act) is scheduled to become fully applicable on 2 August 2026 for the majority of “high-risk” systems listed in Annex III, including tools used in the administration of justice and professional legal practice [1].

This impending deadline creates a strict imperative for law students: to move beyond superficial “piloting” of tools in favor of disciplined analytics use grounded in the principles of transparency and auditability. Given that prohibited AI practices were withdrawn from the market as early as February 2025 [1], future lawyers are entering a profession in which ethical and regulatory compliance will soon constitute a core infrastructural competence. Contemporary practice already demands not merely the ability to generate text, but the capacity to design complex architectures of human-machine interaction.

The fundamental technological shift emerging in 2026 is the dominance of agentic artificial intelligence (Agentic AI). Unlike early models of 2023 - 2024 that operated as passive chatbots, modern agentic systems are capable of autonomous multi-stage planning and execution of complex workflows without continuous human prompting. The deployment of specialized frameworks such as LegalMind demonstrates empirically validated reductions in operational costs of 42.6% and acceleration of document

processing by 60.8% compared to baseline models [2].

Within this architecture, the lawyer's role evolves toward a model of cognitive augmentation (Iron Man model), in which the professional serves as the intellectual core, augmented by a technological "exoskeleton" for processing large data volumes, while retaining exclusive authority over final strategic judgment. Students must acquire skills in orchestrating multi-agent workflows, where distinct AI agents (orchestrators, researchers, validators) coordinate to achieve legally significant outcomes. This requires a shift from the role of "search operator" to that of "solution architect" capable of verifying logical chains (Chain of Thought) within autonomous systems.

By 2026, jurimetrics and predictive analytics have become the standard of proof in formulating litigation strategies. Platforms such as Lex Machina demonstrate accuracy in the range of 70 - 80% in predicting case outcomes in specific categories, such as intellectual property and tort law [3]. Specialized systems (e.g., Pre/Dicta) achieve rates of 85% in modeling decisions on motions to dismiss based on judicial behavioral analysis [4].

Nevertheless, disciplined use of analytics requires awareness of critical risks. Empirical research by Magesh et al. (2025) confirmed that the rate of "hallucinations" (generation of fabricated citations) in leading professional legal databases remains between 17% for Lexis+ AI and 34% for Westlaw AI [5]. As of early 2026, U.S. courts have recorded more than 500 decisions imposing sanctions for improper use of AI [6]. Consequently, the human-in-the-loop is positioned as a critical "liability shield." A significant precedent is the case of *Johnson v. Dunn* (July 2025), in which the court disqualified counsel and imposed individual sanctions for submission of unverified AI-generated citations, underscoring that the duty of verification is non-delegable and cannot be transferred to a machine [6].

Particular concern arises from algorithmic bias in judicial analytics. Systems trained on historical data may reproduce racial or gender discrimination embedded in past judicial practice. Law students in 2026 must be equipped to identify such distortions in order to prevent their legitimization through the purported "objectivity" of numerical outputs. Furthermore, there exists a genuine risk of "cognitive atrophy" among junior

lawyers: excessive reliance on AI-generated drafts leads to erosion of skills in critical reading and independent doctrinal analysis. From 2 August 2026, under the EU penalty regime (fines up to 7% of global annual turnover for violations of high-risk AI standards) [1], the ability to audit algorithmic decisions will become a matter of financial survival for law firms.

Preparation of lawyers for the realities of 2026 is based on backward design principles. Leading educational institutions have already begun integrating these principles into their curricula. At Mitchell Hamline School of Law, a pilot Contracts course is scheduled for implementation in the Spring 2026 semester, teaching students through the design of legal bots [7]. The University of Chicago Law School has announced mandatory AI literacy modules for first-year students (1Ls), along with electives such as “Advanced Legal Writing in the Age of AI,” to be launched in early 2026 [8].

European institutions, such as Bucerius Law School (Hamburg), plan to launch AI clinics in 2026 in which students will advise startups on EU AI Act compliance. In Asia and the United Kingdom, Queen Mary University of London will commence a specialized LLM in AI Law program in September 2026, focusing on system testing for ethical compliance and human rights protection. These initiatives advance the concept of “possibility literacy,” training students to leverage AI for expansion of their own reasoning rather than substitution of intellectual labor.

Implementation of integrated workflows enables the release of 150 to 300 hours of annual working time per lawyer, according to the Thomson Reuters Institute (2025) [9]. This exerts systemic pressure on the traditional billable hour model and necessitates a shift toward value-based pricing. Jurisprudence in 2026 is a domain in which AI constitutes the operating system of law, while the human remains the uncompromising guarantor of justice.

Future empirical research in the period 2026 - 2030 should focus on: long-term impact of autonomous agents on the development of neurocognitive skills in junior lawyers; development of international standards for “liability by design”; analysis of algorithmic fairness dynamics in the context of predictive justice.

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THE ROLE OF DIGITAL EDUCATIONAL TECHNOLOGIES IN DEVELOPING SKILLS OF TRANSLATING SPECIALIZED TEXTS

Today digital technologies play a significant role in various areas of education. The preparation of future translators has also been influenced by the development of modern technologies. Universities are increasingly using digital tools, online resources, and specialized software in the learning process. These technologies allow students to improve their language competence and develop practical abilities in translating specialized texts. Such texts can relate to different professional fields, including science, technology, economics, or law. Therefore, the integration of digital educational technologies into translator education becomes an important factor in the preparation of qualified specialists.

One of the most significant advantages of digital technologies is the possibility of using electronic educational resources. These resources include online dictionaries, terminology databases, electronic books, digital libraries, and translation platforms. They provide students with quick access to professional information and authentic texts. According to researchers, electronic educational resources create a modern informational environment that supports the professional development of future translators and encourages independent learning [2]. Students can search for terminology, analyze examples of translation, and compare different translation options, which helps them better understand the structure and meaning of specialized texts.

Another important component of modern translator education is the use of information and communication technologies (ICT) [1]. ICT tools include online learning platforms, multimedia materials, interactive exercises, and virtual communication systems. These technologies make the learning process more flexible and interactive. For example, students can participate in online discussions, complete translation assignments

through digital platforms, and receive feedback from teachers. Researchers emphasize that ICT helps combine theoretical knowledge with practical experience and improves the overall effectiveness of translator training [5].

Digital educational technologies also support the development of psychological competence in future translators. Translation often requires the ability to work quickly, concentrate on complex information, and make correct decisions in a short time. This is especially important in interpreting situations or when translators work with urgent tasks. Digital learning tools such as online simulations and interactive exercises allow students to practice in conditions that are similar to real professional situations. As a result, students develop confidence, improve their concentration, and learn how to react quickly to translation challenges [4].

In addition, modern translator training often includes the use of computer-assisted translation technologies. CAT tools are widely used in the professional translation industry. These programs help translators store previously translated segments, manage terminology, and ensure consistency in texts. By using such tools, translators can work faster and more efficiently. The introduction of CAT technologies into the educational process allows students to become familiar with professional translation workflows and understand how digital tools support the translation process (Marczak, 2020).

Another important area related to digital technologies is localization. Localization involves adapting digital products such as websites, software, or mobile applications for users from different linguistic and cultural backgrounds. This process requires not only translation skills but also technical knowledge and understanding of cultural differences. Researchers point out that modern translator education should include localization training because this field is becoming increasingly important in the global digital economy (Holovatska, 2024).

Digital technologies also create new opportunities for collaborative learning. Students can work together on translation tasks using online platforms, cloud services, and shared documents. Such cooperation allows them to exchange ideas, discuss translation problems, and find better solutions together. In addition, teachers can monitor students' progress and provide feedback more effectively through digital systems [3]. This

form of interaction makes the learning process more dynamic and encourages active participation of students.

To conclude, digital educational technologies have become an essential part of modern translator education. They provide students with access to professional resources, support the use of modern translation tools, and create opportunities for practical training. Digital technologies also help future translators develop linguistic, technical, and psychological competencies that are necessary for translating specialized texts. As a result, the integration of digital tools into the educational process improves the quality of translator training and prepares students for successful professional activity in the digital world.

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CYBERSPACE SOVEREIGNTY OF UKRAINE IN A BORDERLESS DIGITAL ENVIRONMENT

The swift progress of digital technologies and the worldwide spread of information and communication networks have profoundly altered contemporary social, political, and financial relations. Cyberspace has turned into a vital arena of human pursuit, offering unmatched avenues for interaction, ingenuity, financial expansion, and civic involvement. Simultaneously, the boundaryless character of the digital sphere presents intricate difficulties for national protection, legal governance, and state authority [7, p. 12].

Within this setting, the matter of cyberspace domain holds particular importance for Ukraine, which confronts constant cyber dangers, information conflict, and extensive digital assaults as part of the continuing hybrid hostile acts. Guaranteeing capable oversight of national digital systems, safeguarding sensitive data, and preserving democratic steadiness are crucial undertakings that define Ukraine's ability to withstand in the present-day global setting.

The pertinence of this investigation is spurred by the rising intensity of cyberattacks aimed at Ukraine's governing bodies, crucial infrastructure, monetary sector, and communication platforms. These perils not only weaken national protection but also unsettle public belief, fiscal steadiness, and political operations. The want of universally agreed-upon global standards directing state conduct in cyberspace further complicates shielding national digital interests. Thus, studying cyberspace domain within a limitless

digital setting is crucial for grasping how Ukraine can secure its autonomy, assure cybersecurity, and bolster its standing in the world digital realm [9, p.23].

The aim of this research is to examine the notion of cyberspace domain amid conditions of digital globalization and to ascertain the primary difficulties, hazards, and vital concerns for reinforcing Ukraine's authority in cyberspace. To meet this aim, the ensuing goals are pursued: to look into the theoretical underpinnings and judicial interpretations of cyberspace domain; to scrutinize the present cybersecurity climate in Ukraine; to pinpoint main cyber threats and weaknesses; to evaluate present regulatory and organizational frameworks; and to suggest practical plans focused on boosting national cyber robustness and digital safety [1, p.34].

The research approach rests upon a thorough cross-disciplinary view that merges legal scrutiny, political science viewpoints, cybersecurity findings, and aspects of information science. The materials utilised encompass global legal accords, national legislative statutes of Ukraine, strategic documents in cybersecurity, assessment reports from global bodies, and scholarly writings. Methods such as comparative review, structural-systematic review, combination, induction, and deductive thought are employed to assure the credibility and impartiality of the findings. Scenario modelling is also utilised to gauge likely future shifts in cyberspace guidance and national cyber defence plans [3, p.22].

The concept of cyberspace domain has arisen as a reaction to the deepening impact of digital technologies on state administration and world affairs. Traditionally, authority has been linked to territorial command, political freedom, and judicial power within clearly defined frontiers. However, cyberspace tests these customary concepts, as digital networks cross geographical limits and function within a decentralised worldwide setting. Cyberspace domain may therefore be interpreted as a nation's capacity to autonomously oversee, defend, and advance its digital sphere in line with national objectives, judicial mandates, and communal ethics [10, p. 2].

For Ukraine, this entails establishing effective oversight structures, guaranteeing cybersecurity, and encouraging digital imagination while upholding respect for individual entitlements and democratic liberties.

Ukraine's cyberspace domain is especially susceptible due to its global position and ongoing military friction. The nation has repeatedly been the target of complex cyber campaigns intended to disrupt governmental functions, damage energy systems, disseminate false information, and erode public resolve. Significant cyber incidents, including assaults on power grids, banking structures, and governmental networks, illustrate the strategic weight of cyberspace in current conflict. These assaults emphasize the pressing necessity for a sturdy national cybersecurity structure capable of detecting, preventing, and reacting to digital perils in real time [6, p.40].

One of the main hurdles in securing cyberspace domain lies in the cross-border reality of cyber threats. Cyber-offenders and hostile state agents frequently operate across numerous legal areas, making it hard to pinpoint those responsible and apply judicial accountability. Moreover, the swift tempo of technological invention often outpaces the creation of legal rules, leading to governance gaps and institutional frailties. Ukraine, much like many other nations, confronts the difficulty of aligning national laws with global benchmarks while preserving adequate agility to respond to emerging dangers [8, p. 23].

Notwithstanding these challenges, Ukraine has achieved notable headway in fortifying its cybersecurity structure. The enactment of national cybersecurity plans, the creation of specialist cyber defense groups, and the strengthening of inter-agency collaboration have added to improved incident reaction capacities. Working with global counterparts, including European bodies and worldwide cybersecurity organisations, has eased the sharing of know-how, intelligence, and sound methods. Such joint effort plays a vital part in building shared resilience against cyber perils and nurturing a unified approach to cyberspace guidance [4, p. 33].

A crucial element of cyberspace domain is the safeguarding of essential information infrastructure, which encompasses energy setups, communications, transit routes, health services, and financial entities. Disruption of these systems can result in dire consequences for national steadiness and public safety. Therefore, Ukraine's cybersecurity policy prioritises the creation of advanced monitoring systems, early alert mechanisms, and prompt reaction protocols. Investment in technical upgrading,

cybersecurity coaching, and public-private alliances further boosts the capability to endure and lessen cyberattacks.

Beyond technical measures, the human element continues to be a vital constituent of cybersecurity. Low concentrations of digital proficiency, insufficient consciousness of cyber hazards, and inadequate staff coaching add to systemic weaknesses. Educational initiatives aimed at promoting cybersecurity consciousness among populace, civil servants, and business experts are vital for building a hardy digital community. The incorporation of cybersecurity instruction into educational syllabi and professional advancement programmes can significantly reinforce national cyber defence capabilities.

The research findings indicate that cyberspace domain cannot be attained by technological methods alone. It necessitates a thorough blueprint that merges legal governance, institutional growth, international collaboration, technological advancement, and public involvement. Ukraine's experience shows that robustness in cyberspace relies on flexibility, strategic foresight, and the ongoing renewal of defence systems [9, p.8].

The establishment of a secure digital milieu also demands the protection of fundamental personal rights, including seclusion, liberty of expression, and entry to knowledge, which are essential to democratic rule.

Furthermore, the global aspect of cyberspace domain highlights the significance of diplomatic endeavours and involvement in the creation of international norms.

Ukraine actively aids global discussions on responsible state conduct in cyberspace, promoting the establishment of clear, inclusive, and enforceable global legal structures. Such undertakings are vital for lessening the risks of cyber escalation, halting disputes, and fostering steadiness in the digital sphere [4, p.52],

To sum up, securing Ukraine's cyberspace domain within a limitless digital setting presents a complex and evolving task that calls for coordinated action at national and global levels. The study affirms that effective cyberspace guidance is a chief determinant of national protection, financial steadiness, and democratic resilience. Further research ought to focus on devising novel legal frameworks for governing cyberspace, improving predictive cyber defence models, and exploring the function of artificial sentience in cybersecurity. Particular consideration should also be paid to educational plans aimed at

fostering a consciousness of cybersecurity and duty. Such all-encompassing endeavours will add to the sustainable advancement of Ukraine's digital framework and reinforce its authority in the world information sphere.

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THE ROLE OF DIGITAL TECHNOLOGIES IN DEVELOPING SPEAKING AND WRITING SKILLS OF UNIVERSITY STUDENTS

Over the last few years, digital tools have become a key part of how university students learn foreign languages. New technologies, including online learning platforms, interactive apps, and AI-supported programs, allow learners to practice both speaking and writing in flexible and personalized ways.

Speaking skills are improved through participation in online discussion forums, video calls, and virtual classrooms. Students can practice at any convenient time, receive feedback from AI tutors, and track their pronunciation independently. This approach helps learners build fluency and confidence, as they can repeat exercises as needed without the limitations of a traditional classroom [1].

Writing abilities also benefit from digital resources. Collaborative online platforms make it possible for students to co-create essays, research papers, and projects. AI-based grammar and style checkers give instant guidance on sentence structure, vocabulary, and clarity. Access to online libraries and authentic language corpora enables students to see how words and expressions are used in real-world contexts, which is vital for academic writing [2,3].

Digital tools further encourage independent learning. Students can record their presentations, complete interactive exercises, and submit assignments for automated evaluation. These activities support the development of creativity, critical thinking, and self-assessment, complementing in-person lessons and allowing learners to progress at their own pace [4]. Moreover, digital platforms increase engagement and motivation. Gamified tasks, multimedia content, and real-time quizzes make the learning process more dynamic and enjoyable. Personalized features let students focus on areas needing improvement, monitor their progress, and strengthen weaker skills over time [5,6].

In conclusion, the integration of digital technologies is crucial for improving university students' speaking and writing skills. By combining AI tools, interactive platforms, and digital resources, educators can create a flexible, effective, and motivating learning environment that prepares students for academic, professional, and cross-cultural communication challenges [7].

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LANGUAGE EXCHANGE PLATFORMS AS A DIGITAL TOOL FOR DEVELOPING SPEAKING AND WRITING SKILLS

In the digitalising world, students of foreign languages have come into contact with

many different kinds of teaching techniques, and new modes open up for them. Technological change and the increase of digital resources were powerful forces which revolutionized teaching methods and encouraged flexibility, interaction and personalized language learning, which is among the most common phenomena in modern education [1]. It is essential for international economic relations and law students, foreign language practitioners to communicate with native speakers effectively. Digital language exchange platforms like Tandem and HelloTalk, as well as Italki in particular, have become crucial elements in informal education, allowing students to integrate language practice into their daily lives [2]. Such resources provide students with an innovative digital environment for converting theoretical training into immediate speaking and writing skills through interaction with individuals worldwide.

The underlying platform is a tandem learning approach through mutual linguistic and cultural exchange. In contrast with conventional teacher-student structure, these digital applications promote a peer-to-peer learning environment [2]. We do things one after another through this process, to really break down a barrier and learn the language. When learners interact with classmates who are learning a new language, they're way less intimidated to trip up in a spoken or written exchange. This reduction of stress results in more fluent, natural language generation and allows students to play with complex vocabulary instead of the purely safe, basic phrases.

Practically the utility of such platforms comes from the assignment of communicative tasks that are relatively difficult to accomplish with an off-the-shelf textbook. One such way is through written forms and messengers, where students are able to practise informal and semi-formal writing. Current apps have a set of built-in correction features, so native speakers can immediately correct a mistake in a student's message. That gives instant corrective feedback, which allows the learners to modify the language use on-the-fly and supports structural coherence [3]. This cycle of writing, collecting corrections, and applying them helps students learn complex grammatical structures at a much faster pace than passive reading or traditional checking of homework.

With great advantages in terms of professional vocabulary promotion, this digital interaction can aid students studying international economic relations and law. A typical

project in an atmosphere like this could be talking about contemporary global trade, aviation logistics, or foreign legal arguments right with another student or business partner from the target country. To achieve this, specialized vocabulary needs to be used spontaneously, and so you can remember more efficiently vocabulary [4]. There are some scenarios in which students can perform exercises, such as playing pretend business negotiations, talking about the current economic climate or writing informal business queries. They also permit the examination of "living" language and jargon that is scarce in academic texts but is crucial for success (and also for natural international interaction).

Oral speaking comes from talking over a voice message or through a live video call, and it's an incredibly effective way to improve pronunciation and listening comprehension. Interactive software and language learning tools and applications offer students opportunities to learn new skills in a more engaging and dynamic way compared with the standard way of learning, and increase motivation by a lot [4]. Voice notes, in particular, provide a break from spoken words to voice input, allowing the students to consider what they'd like to express and practice pronunciation, without the pressure of a real-time face, in-person dialogue. Once users are comfortable, they can soon also move into a video call online in order to experiment with speaking freely.

Beyond linguistic competence, use of digital tools fosters critical thinking and digital literacy. Students learn to sift through information, obey rules about online security, and even communicate at an interpersonal level even in casual use applications. Especially as we enter a different digital age of university education, this speaks highly of the problems facing educational institutions regarding digital security. An important aspect is also the ethical application of AI now being used even more commonly in automated translation or grammar or other automatic tools such as these. Students need skills, not replace skills, as they should use auxiliary tools rationally [1].

It is evident that language exchange platforms are important digital innovations that can connect academic preparation with practical life. For learners this is an opportunity not only for building their English languages or other FL knowledge but also a chance to meet the actual communication test of a globalized world. Incorporating these digital tools as part of the daily study schedule into an independent study mode is one key

element of digital culture reform to modernize education. But like I said, don't abuse the "convenient" tools. At the end of the day, becoming proficient on these platforms will ensure professional mobility, intercultural competence and high-level competitiveness for a future specialist on the global stage.

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THE RIGHT TO EDUCATION AND THE PROBLEM OF DIGITAL INEQUALITY IN UKRAINE

The topic of the digitalization of education and digital inequality in Ukraine is extremely important, as it is impossible to imagine the modern world without technology, and education is a key factor in the development of individuals, society, and the state. This topic is especially important to us because education as the foundation for a successful future, and we want to understand how technological changes affect access to

learning for everyone, particularly in challenging circumstances like war. This topic allows us to explore the intersection of human rights, technology, and social justice, which are all essential for the prosperity of Ukraine and its future generations.

Education plays a transformative role in shaping human potential, fostering social cohesion, and ensuring economic sustainability. In the context of Ukraine, where democratic development and socio-economic recovery are ongoing, the ability of citizens to fully exercise their right to education is not only a matter of individual well-being but also a prerequisite for national resilience, innovation, and global competitiveness. Moreover, access to education is directly linked to other human rights, including the right to work, health, and personal development.

Today, we want to discuss the problems of digitalizing education in Ukraine and their impact on the accessibility and quality of learning, as well as show how digital inequality complicates the realization of the right to education. Digitalization is not just a modern trend, but a necessary condition for the effective functioning of the national education system, as digital technologies make the educational process mobile, flexible, differentiated, and individualized, opening new opportunities for both teachers and students. Thanks to this, learning becomes more personalized, accessible, and convenient, enabling learners to progress at their own pace and according to their needs [1].

At the same time, I believe that the digitalization of education should be considered through the prism of the right to education, which is one of the fundamental human rights. This right is guaranteed by the Constitution of Ukraine and international human rights standards (including the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights) [2]. Under Ukrainian law, education is recognized as a free and accessible right for all citizens, and the state is obligated to create conditions that allow everyone to realize this right without discrimination.

In modern conditions, the full implementation of this right is impossible without equal access to digital technologies, the Internet, and the necessary competencies. Digital literacy is recognized as a core competence essential for participation in modern social and economic life, including employment, civic engagement, and access to public services. Digital skills range from basic use of devices to advanced capabilities such as

online research, digital safety, and content creation, all of which are integral to meaningful participation in the 21st-century educational environment.

However, the issue of digitalization is closely linked to the phenomenon of digital inequality, which in Ukraine manifests itself in unequal access to technical devices, stable internet connections, and digital skills. According to research, only a portion of students have regular access to the Internet and personal electronic devices, which significantly complicates participation in distance learning, especially in rural areas and among socially vulnerable groups [3]. These disparities are rooted in historical underinvestment in infrastructure, regional economic differences, and the disruption caused by ongoing conflict.

This inequality is particularly noticeable between urban and rural areas, where broadband coverage is consistently stronger in large cities, while many rural communities still experience limited connectivity and slow internet speeds. Moreover, internally displaced persons (IDPs), low-income families, people with disabilities, ethnic minorities, and individuals from remote regions face compounded barriers, including lack of devices, lack of accessible educational content, and insufficient support for learners with special needs.

The consequences of digital inequality are profound:

- Students without reliable internet or devices are more likely to fall behind academically, which contributes to widening achievement gaps.
- Young people with limited digital skills have fewer opportunities for higher education and employment in a digital economy.
- Teachers without access to training or equipment struggle to implement effective blended or online instruction
- Digital poverty can reinforce cycles of socio-economic exclusion and dependency.
- Under conditions of war and the need for distance learning, these problems are further aggravated, making digital access a matter of urgent public policy rather than a secondary educational concern.
- In Ukraine, there are several initiatives aimed at reducing the digital gap. For example, the state educational platform All-Ukrainian Online School provides

access to structured curricula and video lessons for students whose schools cannot operate normally due to displacement or destruction. The platform Diia.Education offers free courses in digital competencies and helps improve digital literacy among the wider population, including parents and teachers [4][5]. International organizations, such as UNESCO and the United Nations Development Programme (UNDP), also implement projects aimed at strengthening digital skills and supporting remote learning hubs in underserved regions.

Non-governmental organizations and universities provide supplementary digital training, teacher professional development programs, and community workshops that promote digital literacy at all levels of education. These efforts contribute to building a more inclusive digital ecosystem, but they highlight a broader challenge: the need for systemic, coordinated, and well-funded policies that reach every learner and teacher, regardless of background or location.

In our opinion, in the absence of a clear and balanced state policy in the field of digital competencies, their development occurs unsystematically and often separately from formal education. This disconnect weakens the educational system's capacity to build sustainable digital skills and narrows students' future opportunities. Without strategic integration of digital literacy into curricula, teacher training standards, and national education planning, the benefits of digitalization will remain uneven and fragmented.

This situation negatively affects the quality of human capital formation and limits the possibilities for its further realization. Under such conditions, digital inequality can actually lead to a violation of the principle of equal access to education, as students who do not have adequate technical resources or sufficient digital skills are limited in their ability to participate fully in the educational process [6]. In a globalized world, nations that fail to equip their populations with digital competencies risk increased socio-economic isolation and reduced competitiveness.

In conclusion, digital technologies and the digitalization of education are not only the next stage of technological development but also an important part of the modern legal and socio-political reality. For Ukraine, focusing on digitalizing education is a necessary

way to reduce the gap with other countries, improve competitiveness, and ensure that every student is prepared to participate in the digital economy and civic life. However, this process must be accompanied by a systematic and inclusive state policy aimed at overcoming digital inequality, expanding access to infrastructure, supporting socially vulnerable groups, integrating digital literacy into the national curriculum, and developing digital competencies among both teachers and students. Only under such conditions the right to education will be ensured not formally, but truly for every citizen of Ukraine, and the nation will be able to harness the full potential of its human capital in the digital age.

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HOW HYBRID LANGUAGE LEARNING HELPS MIGRANTS INTEGRATE INTO EDUCATION AND SOCIETY

Hybrid language learning has become an increasingly important educational strategy in the context of global migration and digital transformation. Due to armed conflicts, economic instability, academic mobility, and globalization, the number of migrant students worldwide continues to grow. One of the primary challenges migrants face in host countries is overcoming language barriers. Limited language proficiency restricts access to education, reduces academic performance, and complicates social interaction. In this context, hybrid language learning, which combines face-to-face instruction with digital tools, offers an effective and flexible solution for supporting migrants' integration into both educational systems and society.

Language is a key instrument of inclusion. It allows migrants not only to communicate but also to understand cultural norms, academic requirements, and professional standards. Without sufficient command of the host country's language, students may experience isolation, low self-esteem, and reduced participation in academic activities. Research shows that early engagement with both spoken and written language, combined with cultural orientation, significantly improves academic adaptation and social confidence [4].

Hybrid learning integrates traditional classroom interaction with online platforms, mobile applications, and interactive resources. This combination creates a balanced learning environment where students benefit from both direct communication and flexible self-paced study. Online components allow learners to revisit materials, practice pronunciation, and complete interactive exercises independently, which is particularly valuable for migrants balancing education with work or family responsibilities. Face-to-face sessions complement this by fostering structured guidance, immediate feedback, and

opportunities for discussion and collaboration [3].

Hybrid models also enhance academic integration. In-person sessions help develop communicative competence, critical thinking, and teamwork skills essential for participation in seminars and lectures. Digital tools strengthen grammar, vocabulary, reading, and writing skills while providing adaptive feedback tailored to individual learning needs. Moreover, blended approaches have been shown to increase motivation, engagement, and retention among migrant students, who often face challenges adapting to new academic standards [3].

In addition to academic benefits, hybrid language learning promotes social integration and intercultural competence. Classroom interaction allows migrants to form connections with peers, share experiences, and develop social networks, while digital platforms extend collaboration beyond the physical classroom. Participation in online discussion forums, group projects, and virtual events encourages cultural exchange and reduces social anxiety, fostering a sense of belonging in the host community [1].

Furthermore, hybrid learning contributes to the development of digital literacy, which is an essential skill in modern societies. Migrants who interact with learning management systems, collaborative tools, and digital platforms acquire technological competencies that improve employability and access to professional opportunities in knowledge-based economies. Adaptive technologies and AI-driven language applications enable personalized learning paths, monitor progress, and support learners with varying levels of prior knowledge, ensuring inclusivity and a student-centered approach [1].

However, the implementation of hybrid language programs requires institutional support. Access to stable internet, digital devices, and trained instructors remains uneven, which can limit the effectiveness of blended learning. Educational institutions must invest in infrastructure, teacher professional development, and culturally sensitive curricula. Policymakers should also develop frameworks that guarantee equitable access to hybrid language education, recognizing its role in both academic success and social cohesion.

In conclusion, hybrid language learning plays a vital role in facilitating migrants' academic and social integration. By combining the strengths of face-to-face interaction and digital technologies, this model provides flexibility, accessibility, and personalized

support. It enhances language proficiency, intercultural communication, digital literacy, learner autonomy, and social connectedness. As migration continues to shape contemporary societies, hybrid education emerges as a sustainable and innovative tool for promoting inclusion, equality, and long-term cohesion.

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SHADOWING AS THE ESSENTIAL ADDITION TO THE LANGUAGE LEARNING SYSTEM AT UNIVERSITY

Foreign language learning systems in higher education institutions are constantly

evolving, adapting to new pedagogical approaches and technological capabilities. Modern digital tools give students access to unlimited authentic language resources, but the mere availability of materials does not guarantee the development of full communicative competence. In particular, speaking remains one of the most difficult skills to develop, students often demonstrate a satisfactory level of comprehension of text or writing, but experience significant difficulties in spontaneous speech. It is in this context that the shadowing method becomes particularly relevant as a practical tool that organically combines the receptive and productive aspects of speech activity. (Saputra, 2026)

The shadowing method consists of almost simultaneous reproduction of the heard speech material. The student listens to an audio recording, the content of which may include interviews, news reports, academic lectures or everyday dialogues and tries to reproduce the speaker's speech with a minimum time delay – usually from 0.5 to 2 seconds. (Bapir, 2025) This method activates several cognitive processes simultaneously: phonetic decoding, articulation motor skills, retention of information in short-term memory and its immediate implementation in speech. The fundamental difference between shadowing and traditional repetition exercises is that the student does not wait for the phrase to be completed, but processes the speech stream in real time, which simulates the conditions of natural oral communication. (Feistritz, 2025)

From a psycholinguistic point of view, the effectiveness of this method is explained by the activation of mechanisms for the automation of speech structures. Regular training using the shadowing principle helps to transfer speech patterns from the level of conscious control to the level of automated skills. Students begin to reproduce typical syntactic constructions, phrase units and intonation patterns without the need for conscious selection, which significantly speeds up the process of generating speech. (Sindi, 2025) In addition, systematic shadowing has a positive effect on the prosodic characteristics of speech, such as rhythm, tempo, stress and intonation, which are extremely difficult to master through traditional grammar exercises or vocabulary work.

The practical value of the method for translation students is particularly significant and deserves special attention. An interpreter, especially a simultaneous interpreter, is

required to simultaneously perceive, process and reproduce information in two languages, which is one of the highest levels of cognitive load among all speech activities. Shadowing is a basic preparatory exercise in the system of simultaneous and consecutive interpreting training, as it develops the ability to listen and speak in parallel, which is key for interpreters. (Maldy, 2025) Numerous interpreter training programmes at leading universities around the world include shadowing as a mandatory element of the initial course. Training first in the native language and then in a foreign language allows future interpreters to gradually increase their cognitive load and develop stable attention distribution skills. Thus, for this category of students, shadowing is not just a useful addition, but a fundamental technique for professional training.

It is also that the shadowing method is highly accessible and flexible in its application. No specialised equipment or teacher presence is required to implement it, all you need is an audio recording of the appropriate level of difficulty and headphones. This makes shadowing an effective tool for independent extracurricular work, which plays a decisive role in the formation of language competences. Students independently regulate the pace, choose the topics of the materials and control the frequency of training in accordance with their own learning goals.

Thus, the shadowing method is a scientifically sound and practically effective approach to the formation of oral communication skills in the process of learning a foreign language. It successfully bridges the gap between passive language perception and active language production, promotes the automation of speech structures and the development of a natural speech tempo. For translation students, this method is particularly important as a basic technique for preparing for simultaneous and consecutive interpreting. The integration of shadowing into university curricula can significantly improve the quality of training for specialists who are able to use a foreign language freely, naturally and confidently in academic and professional environments.

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TECHNOLOGICAL COMPETENCIES AS HARD SKILLS FOR THE FUTURE INTERNATIONAL LAWYER

The rapid development of digital technologies has profoundly transformed the structure and functioning of modern society, including the sphere of higher education and professional legal practice. In the context of globalization and digitalization, the profession of an international lawyer is no longer limited to traditional legal analysis, interpretation of treaties, or participation in diplomatic negotiations. Today, international legal activity increasingly takes place in a technologically mediated environment that

requires specialists to possess not only deep legal knowledge but also a wide range of technological competencies.

Consequently, technological competencies are gradually becoming essential hard skills for the future international lawyer. The relevance of this research is determined by the growing integration of digital tools into international legal practice and the expanding scope of legal regulation in the field of information and communication technologies. International lawyers now regularly face legal issues related to artificial intelligence, cybersecurity, digital trade, cross-border data flows, and the protection of personal information. At the same time, legal education systems are challenged to adapt curricula in order to prepare competitive graduates who are capable of working effectively in a digital professional environment [2, p.322].

Thus, the formation of technological competencies as hard skills is a key factor in ensuring the professional readiness of future international lawyers. The purpose of this study is to analyze the main technological competencies that should be considered hard skills for the future international lawyer and to determine their role in shaping professional competence within modern legal education.

The objectives of the research are:

- to define the concept of technological competencies in the context of international legal practice;
- to identify key categories of technological hard skills required by future international lawyers;
- to examine the impact of digitalization on international legal education and professional training;
- to outline directions for integrating technological competencies into the process of foreign-language professional training.

The methodological basis of the research includes theoretical analysis of scientific literature on legal education, digital transformation, and competence-based approaches; comparative analysis of international educational practices; and generalization of current trends in international legal practice. Descriptive and analytical methods are applied to systematize the obtained results [5, p.382].

One of the most important technological hard skills for the future international lawyer is legal technology literacy. This competence involves the ability to work confidently with electronic legal databases, online case-law repositories, treaty collections, and digital research platforms. Modern international legal research is largely conducted using electronic resources, which require not only technical skills but also critical thinking and the ability to assess the reliability and relevance of information sources. A technologically competent lawyer can efficiently search for legal precedents, analyze large volumes of legal texts, and organize information in a structured digital format [4].

Another essential technological competence is the ability to use document automation and case management systems. In international arbitration, cross-border litigation, and corporate legal practice, lawyers increasingly rely on digital tools for drafting contracts, managing documentation, and tracking procedural deadlines [4]. Mastery of such systems allows future international lawyers to improve accuracy, reduce routine workload, and focus on strategic legal analysis. As a result, technological proficiency directly influences the quality and efficiency of legal services.

Data literacy is also becoming a significant hard skill for international lawyers. Many areas of international law, such as international trade, investment law, and compliance, involve the analysis of statistical indicators, economic data, and large datasets. While lawyers are not required to become data analysts, they must be able to interpret basic data, understand visualizations, and use digital tools to support legal arguments. Data-informed legal reasoning enhances the persuasiveness of legal positions and supports evidence-based decision-making. Cybersecurity awareness and knowledge of data protection standards constitute another critical group of technological competencies. International lawyers often handle confidential information related to states, corporations, and individuals. Therefore, they must understand fundamental principles of information security, risks of cyberattacks, and legal frameworks regulating data protection. Awareness of international and regional regulations in this field helps lawyers advise clients on compliance and minimize legal risks.

Moreover, cybersecurity competence is closely connected with professional ethics

and responsibility. Artificial intelligence is rapidly reshaping legal practice by offering tools for automated document review, predictive analytics, and legal research. Future international lawyers should possess a basic understanding of how AI systems function, what their limitations are, and what ethical and legal challenges they raise. The ability to critically evaluate AI-generated outputs and use such tools responsibly is becoming a competitive advantage in the international legal market [1, p. 187].

At the same time, lawyers must be prepared to participate in the development and interpretation of international regulations concerning artificial intelligence. Digital communication competence is another indispensable hard skill. International legal cooperation increasingly takes place through virtual meetings, online negotiations, and remote hearings. Lawyers must be able to use digital communication platforms securely and effectively, present legal arguments online, and interact with international partners in a professional manner. In this context, technological competencies are closely linked with foreign language communicative competence, as digital tools often serve as the main medium for cross-cultural interaction. The results of the study indicate that technological competencies significantly expand the professional profile of the future international lawyer [3, p.442].

They supplement customary legal understanding and boost the capacity to function within a challenging digital setting. Incorporating technological elements into foreign-language professional education aids in forging practical aptitudes, discerning thought, and flexibility. In conclusion, technological competencies should be recognized as core hard skills for the future international lawyer. Legal technology literacy, data literacy, cybersecurity awareness, understanding of artificial intelligence, and digital communication skills are essential for effective professional activity [4]. Legal education institutions must modernize curricula and teaching methods in order to reflect these changes. Further research may focus on developing specific models for integrating technological training into international law programs and evaluating their effectiveness in practice.

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DIGITAL LEGAL EDUCATION FOR UNIVERSITIES STUDENTS IN UKRAINE

The current changes taking place in Ukraine necessitate the modernisation of the higher education system, particularly in the field of law. The state is actively introducing digital technologies into public administration, developing electronic court proceedings, and launching online services in the areas of public administration and legal aid. In view of this, new requirements are emerging for the training of future lawyers.

Digitalization is increasingly shaping modern education, and legal studies are no exception [6, p. 2]. The implementation of digital technologies requires not only technical

expertise but also the development of innovative teaching approaches and methods that promote active and effective collaboration between students and instructors. Interactive learning tools and simulation-based activities also make a significant contribution, providing opportunities to enhance students' practical skills, particularly through the simulation of court proceedings and engagement with real legal cases [6, p. 2].

In Ukraine, the process of digitalisation has intensified due to technological development, European integration and martial law. Under these conditions, digital legal education has become a necessity to ensure the continuity, accessibility and quality of training for future lawyers. This topic has become particularly relevant during the COVID-19 pandemic and under martial law, when distance and blended learning have become the main methods of organising the educational process.

The object of the study is to analyse the current state and prospects of digital legal education for students of higher education institutions in Ukraine. It is important to justify the need to integrate digital technologies into the training of law students in order to develop professional and digital competencies.

To achieve the research goal, the following tasks were set: to define what digital education is, to explore the main technologies that influence the work of lawyers, and to identify the problems and prospects for the development of digital approaches in the training of future legal professionals.

In this study, general scientific and special legal methods of cognition were used, in particular analysis, generalisation, and comparison. Various scientific publications were analysed for this work, as well as the practice of implementing electronic services in the legal system of Ukraine.

The modern world is constantly changing. Digital technologies already affect all areas of life, including law. In the legal sphere, innovative technologies can be used not only to create laws, but also to apply them. Therefore, there is a need to train young specialists who are able to work in a digital environment. Digital competence is an important component of professionalism. It includes the ability to use technology, apply modern tools at work, think critically, etc. Therefore, higher education institutions are faced with the need to train young professionals in accordance with these requirements.

In general, digital legal education is the use of digital technologies to train future lawyers. It encompasses the use of online learning platforms, electronic legal databases, virtual communication tools, Legal Tech tools, and artificial intelligence technologies. In Ukraine, universities actively use platforms such as Google Classroom, Zoom, and Microsoft Teams to conduct lectures, seminars, and practical classes. Access to electronic legal resources, in particular national legislation databases and the Unified State Register of Court Decisions, allows students to develop practical legal research skills and analyse real court practice [5, p. 133].

In modern legal education, it is important to use LegalTech tools in teaching. The use of Legal Tech – i.e. software and technologies to facilitate the work of lawyers – helps to provide legal assistance faster, more conveniently and more efficiently. Innovations in the field of Legal Tech are actively gaining momentum in Ukraine. These tools have already become a familiar part of the work of modern lawyers. Today, LegalTech includes several main areas: automation of routine work, case and document management, e-justice, legal analytics, and compliance monitoring. In Ukraine, LegalTech has been actively used since the launch of the «Electronic Court» system, access to the Unified State Register of Court Decisions, and services such as «Дія» (Action), etc. [3].

Legal Tech tools enable the automatic drafting of contracts and procedural documents, case and client management, deadline and financial control, and improved organisation of law firms. In Ukraine, modern lawyers use electronic proceedings through the «Electronic Court» system and have access to open state registers and specialised services such as «OpenDataBot», LIGA:Zakon, and YouControl to monitor court practice and verify information about legal entities. The gradual introduction of artificial intelligence is also important, as it allows attempts to predict the outcomes of legal disputes, while digital archives with encryption and security systems ensure reliable storage of documents and protection of confidential information [4, p. 91].

Legal Tech enables lawyers to optimise their work, reduce risks, improve the quality of services and meet modern professional and ethical standards [3]. The use of these technologies in Ukraine is expected to increase thanks to the digitisation of the judicial system, the development of start-ups and the expansion of electronic services for

lawyers [3]. Due to the growing role of artificial intelligence, automated contract drafting systems, and digital case management technologies in legal practice, there is a need to adapt educational programmes accordingly. Law students must have strong digital skills to help them work in today`s technological environment.

However, lawyers are usually cautious about Legal Tech, as there are concerns about data security and confidentiality. That is why educational institutions should pay more attention to cybersecurity, digital ethics and legal issues related to new technologies. Law students must not only have a good knowledge of the law, but also be able to work with computer systems [6, p. 6].

The use of official electronic resources of state authorities, in particular the Unified State Register of Court Decisions, the Electronic Court system, and open data portals, plays an important role. Thanks to this, students can not only learn theoretical material, but also acquire practical skills in working with real legal documents and digital services.

The digitisation of the legal system in Ukraine is actively developing through the introduction of electronic resources. These are changing and influencing the administration of justice, the maintenance of registers, notarial acts and the provision of administrative services. Among the main technologies is the electronic court, which allows you to submit documents online, receive court decisions through your personal account or by email, and monitor cases (see the dates of hearings, rulings and decisions). It also allows you to participate in hearings remotely and receive court decisions in electronic format, as well as access court decisions in electronic form. Such technologies enable students to quickly obtain the information they need, analyse and research court precedents. Students can find the court cases they need and analyse the necessary cases, which may influence their professionalism in the future [1].

Electronic document management using qualified electronic signatures and various LegalTech tools also play an important role: programmes for automatic document creation, legal aid chatbots, and electronic databases of court practice. Familiarising students with these tools is an important part of modern legal education and shapes the practical digital skills of future professionals.

In Ukraine, law faculties are gradually adapting their curricula to digital realities.

They are adding new subjects such as e-justice, digital technologies in law, cyber law, etc. At the same time, the introduction of digital legal education in Ukraine is accompanied by a number of challenges [2]. Among these obstacles are unequal access to technical resources and stable internet connection, as well as insufficient digital literacy among some teachers, which complicates the use of the latest educational platforms and Legal Tech tools in the learning process. Another important issue is academic integrity in the context of distance learning, in particular the monitoring of independent work, as well as cybersecurity and personal data protection risks during the educational process. To overcome these problems, states must develop strategies in the field of education. It is also important to align with the European framework for digital competences.

Despite the existing difficulties, digital legal education opens up significant opportunities for the development of Ukraine's higher education system. It ensures the continuity of the educational process in crisis conditions, promotes international academic cooperation, and strengthens the practical orientation of legal training. The further development of digital legal education should be focused on the systematic integration of innovative technologies into educational programmes and the harmonisation of national educational standards with European approaches, which will contribute to the formation of competitive and technologically competent specialists in the field of law.

Modern digital platforms have become an important part of legal education. They provide students with quick access to educational materials, laws, and court decisions. Students can participate in online lectures, webinars, and professional discussions. These platforms also allow students and teachers to communicate remotely, conduct group classes, consultations, and joint projects. This makes learning more flexible, allows it to be combined with other activities, and generally improves the training of future lawyers. Particularly important in modern legal education is preparing students to work in the rapidly developing field of electronic justice in Ukraine [4, p. 91].

In conclusion, it should be noted that digital legal education is now an essential component of training future lawyers in Ukraine. The development of electronic justice and state registries is changing the legal profession, so students must be able to work with

modern digital technologies and services. Theoretical knowledge is not enough; practical digital skills are also required. The use of electronic databases, online platforms, and modern software makes learning more practical and convenient. Students can research real court cases and find the necessary court decisions. Such tools bring learning closer to real professional activity. At the same time, there are certain difficulties, including technical problems, cybersecurity issues, and the need to improve the digital literacy of teachers.

The effective implementation of digital education in Ukraine will contribute to the development of competent specialists capable of responding to contemporary challenges in both the national and international legal environments.

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**THE EFFECTIVENESS OF VIDEO CONTENT IN LANGUAGE LEARNING:
STRATEGIES FOR STUDENTS
OF INTERNATIONAL ECONOMIC RELATIONS**

Contemporary university education is undergoing a significant digital transformation, which radically reshapes the approaches to mastering foreign languages. For undergraduates majoring in International Economic Relations (IER), English fluency acts as a primary professional instrument rather than merely an academic subject. In the current global economic landscape, future experts must demonstrate not only knowledge of specific terminology but also the capacity to understand rapid authentic speech, decode non-verbal signals, and participate in cross-cultural negotiations. Consequently, video-based materials have emerged as a vital resource for enhancing communicative proficiency, providing a multimodal learning experience that connects theoretical studies with practical application [9].

The academic justification for incorporating video into the study process relies heavily on the cognitive theory of multimedia learning. This theory suggests that humans absorb information through two separate channels: auditory and visual. When linguistic data is supported by visual imagery, the cognitive burden on the student decreases, leading to better information retention [2]. For economists, this is crucial when dealing with abstract concepts. Seeing a visual representation of market fluctuations or business case studies allows students to link dry terminology with real-world scenarios. Such dual-channel processing fosters a more profound comprehension of professional vocabulary compared to standard text-based exercises.

A significant benefit of using video resources lies in the exposure to "living" language. Unlike adapted audio tracks in textbooks, authentic media—produced by native speakers for a general audience—immerses students in natural speech patterns, diverse

accents, and varying tempos. This immersion is essential for IER students who will face diverse linguistic environments in their careers. Studies confirm that systematic interaction with authentic videos boosts listening skills and promotes "incidental vocabulary acquisition," a process where learners pick up new words subconsciously [6]. Additionally, the inclusion of subtitles (captions) in educational videos has proven effective for learning English for Specific Purposes (ESP). As noted by Montero Perez and Peters, captions allow learners to map the spelling of a term to its sound, thereby reinforcing memory traces [3].

The rise of short-form video apps, including TikTok, YouTube Shorts, and Instagram Reels, has launched a trend known as "micro-learning." These platforms deliver condensed educational segments that capture the attention of modern youth. Although often viewed as entertainment, such clips can effectively clarify grammar rules or cultural specifics in a matter of seconds. According to Bailin and Levin, the high engagement levels on these platforms significantly increase student motivation to learn [1]. Furthermore, algorithms used by these applications personalize content delivery, ensuring that users receive materials matching their interests and language level [7].

Another vital aspect is the reduction of language anxiety. Traditional speaking tasks in classrooms can be stressful, causing students to hesitate. In contrast, interacting with video content creates a low-stress environment where learners can pause, replay, and analyze dialogue at a comfortable speed. This "scaffolding" technique builds confidence before actual communication takes place [5]. Moreover, social media encourages a shift from passive viewing to active production. Creating short video reports or vlogs requires students to write scripts and rehearse speech, which serves as an excellent practice for public speaking. However, incorporating video into the curriculum demands a selective strategy. The vast amount of content online requires students to possess digital literacy. Since not all internet videos are grammatically correct or stylistically appropriate, learners must be trained to verify sources. The teacher's role transforms into that of a curator who helps students navigate the digital space [8]. It is also mandatory to move beyond passive watching by introducing active tasks, such as critical analysis or summarization.

To sum up, the integration of video content serves as a robust strategy that meets

the cognitive habits of Generation Z. It boosts motivation, offers genuine linguistic context, and accommodates different learning styles [4]. For IER students, video media acts as a bridge to their future profession, enabling immersion in the global economic discourse without leaving the university.

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ETHICS OF COMMUNICATION IN THE DIGITAL WORLD: RESPONSIBILITY IN THE AGE OF INFORMATION

Digital technologies have really changed the way people communicate, connect and share information around the world [2]. Today online platforms allow people to stay connected much easier than a few years ago. At the same time, the development of digital communication opened important ethical questions related to responsibility, privacy and the trustworthiness of information that people can share online.

The fast growth of the internet and social media platforms like Facebook, Twitter and TikTok has created a lot of new opportunities for global communication. People can quickly connect with others no matter the distance, cultural and social background. However, the accessibility and quickness of online communication also create many ethical challenges that modern society should face.

One of the most serious problems is the misinformation spreading. In the digital environment information can distribute extremely quickly and reach a wide audience within seconds. Unfortunately, not all online information is accurate or reliable. Many users share news or opinions without checking whether the information is true, which can lead to misunderstandings and the propagation of false narratives. Researchers find out that misleading information and careless behavior in online communication can negatively influence public opinion and lower trust in society [3].

Another important ethical problem is respectful behavior in digital environment. Online interaction sometimes encourages people to freed their anger because they feel anonymous and safe, so less responsible for their words. As a result, this can lead to cyberbullying, hate speech or harassment. Ethical communication in the digital world requires people to be respectful, empathic and responsible while interacting with others, even in such virtual spaces.

Privacy protection is also an important issue in digital world. Personal data can easily be collected, shared or used for harmful purposes online. According to researchers, ethical challenges in the digital communication include user privacy protection, ensuring data security and encouraging responsible behavior when people share their personal information on the internet [1].

Despite these problems, internet communication also provides many positive opportunities. People can learn to check information before sharing it online, be more respectful and tolerant and take a part in meaningful online discussions. Developing digital literacy and ethical understanding helps users better understand the impact of their online behavior and contribute to a healthier communication environment [2].

In conclusion, communication in the digital world requires not only technological skills but also ethical responsibility. If users verify information, respect others and protect privacy, they can help create a more responsible and trustful digital space.

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UKRAINE'S INTERNATIONAL RELATIONS: THE ROLE OF PUBLIC DIPLOMACY AND SOCIAL COMMUNICATIONS

Modern international relations increasingly depend not only on traditional diplomatic negotiations but also on communication with foreign societies. For Ukraine, particularly in conditions of ongoing military aggression and intensive international cooperation, public diplomacy and social communications have transformed into essential elements of foreign policy and national resilience. In the author's assessment, contemporary conflicts clearly demonstrate that international support is formed not only through official political agreements but also within the global information environment, where public opinion significantly influences governmental decisions.

The purpose of this study is to examine the role of public diplomacy and social communications in strengthening Ukraine's international relations. The tasks include analyzing modern diplomatic communication tools, evaluating their practical effectiveness and identifying challenges that Ukraine faces in the international information space.

The methodological basis of the research includes analysis of academic publications, governmental communication strategies and public campaigns implemented in recent years. Comparative and communication analysis methods are applied to examine how diplomatic communication affects international cooperation and political support.

Public diplomacy can be understood as communication between a state and foreign societies aimed at promoting national interests and forming positive international perception. Unlike classical diplomacy, which focuses mainly on intergovernmental negotiations, public diplomacy interacts directly with citizens, media, cultural institutions and civil society organizations.

Practical developments since 2014 and especially after 2022 show a significant transformation in Ukraine's diplomatic communication. One of the most illustrative examples is the direct online communication of Ukrainian leadership with foreign parliaments. Speeches delivered to legislative bodies worldwide were adapted to national historical experiences and social values, which significantly increased emotional engagement and international solidarity, contributing to political decisions supporting

Ukraine.

Another important practical example is the international fundraising initiative UNITED24, which enables citizens worldwide to directly support humanitarian and reconstruction projects in Ukraine. In the author's view, this initiative demonstrates a new diplomatic model where communication occurs not only between governments but also directly between societies. Such involvement increases international responsibility and creates long-term support networks.

Digital diplomacy has also become highly influential. Ukrainian diplomats and state institutions actively use social media platforms to provide real-time updates, counter disinformation and promote Ukrainian perspectives globally. Researchers note that strategic communication increasingly determines how international conflicts are perceived and discussed worldwide (Pamment, 2020, p. 56). From a practical standpoint, this proves that rapid communication response becomes as important as traditional diplomatic negotiations.

Cultural diplomacy also significantly contributes to Ukraine's international image. Ukrainian cultural events, charity concerts, film screenings and exhibitions organized abroad have strengthened humanitarian cooperation and increased awareness of Ukrainian identity. According to experts, cultural diplomacy builds long-term trust between societies even during periods of political instability (Melissen, 2022, p. 84).

From the author's perspective, Ukraine's experience illustrates that modern diplomacy requires emotional intelligence and constant interaction with global audiences. Communication based on openness and transparency generates greater trust compared to formal political statements. However, coordination between governmental and civil society communication actors sometimes lacks consistency, which may reduce communication effectiveness.

At the same time, serious challenges remain. Information fatigue among international audiences, competition with other global crises and systematic disinformation campaigns complicate Ukraine's communication efforts. In the author's opinion, future strategies should gradually transform crisis communication into long-term reputation-building focused on economic recovery, technological development and

cultural cooperation opportunities.

Practical experience demonstrates that communication campaigns directly influence political decisions, humanitarian assistance flows and economic partnerships. Therefore, public diplomacy should be considered not an auxiliary instrument but an essential component of national security strategy.

Looking forward, Ukraine will likely need to combine post-war reconstruction communication with international innovation and investment promotion strategies. Developing sustainable communication models that maintain long-term global engagement may become one of the key challenges for future diplomatic practice.

In conclusion, public diplomacy and social communications have become central instruments of Ukraine's international relations, strengthening international solidarity and cooperation. Future research may focus on measuring long-term effects of digital diplomacy, improving resilience against disinformation and developing sustainable communication strategies for post-war reconstruction and international partnership development.

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**EROSION OF CRITICAL JUDGMENT THROUGH AUTOMATION: THE
RISK THAT RELIANCE ON AUTOMATED DOCUMENT REVIEW AND AI
WRITING ASSISTANTS MAY DIMINISH A STUDENT’S ABILITY TO
DEVELOP INDEPENDENT, NUANCED LEGAL REASONING**

Modern legal pedagogy is grappling with a phenomenon researchers describe as the "duality of expertise": while Artificial Intelligence (AI) significantly boosts the efficiency of seasoned professionals, it often serves as a vehicle for excessive cognitive offloading among students, leading to the erosion of fundamental analytical capabilities [5, 10]. To mitigate the threat of the "hollowed mind"—a condition where a student loses the ability to independently synthesize information—it is vital to transition toward the "Fortified Mind" framework. This strategy focuses on building a robust internal cognitive architecture where the legal practitioner maintains absolute sovereignty over the thought process and accepts full epistemic accountability for every conclusion reached, regardless of the digital tools employed [6].

Conventional assessment methods that prioritize the final output (such as memoranda or essays) are becoming obsolete in the age of generative AI. These algorithms can produce documents that appear technically perfect yet remain substantively "hollow." In line with the European Ethical Charter and American Bar Association (ABA) guidelines, legal reasoning must remain under human stewardship. Professional independence and ethical duty require that human judgment stays at the center of the legal process [1, 2].

Consequently, educational focus must shift from the end product to the underlying decision-making architecture. To safeguard academic rigor, a multi-faceted approach involving oral verification and reflexive tracking should be adopted. A cornerstone of this model is the oral defense of legal positions (*Viva Voce*), where students must articulate

their logic in real-time without digital assistance. This prevents the "blind" duplication of AI-generated content and demands a genuine mastery of the subject matter. Simultaneously, the writing phase should be integrated with reflexive research journals. In these journals, students document their investigative journey, including discarded theories and specific justifications for why AI suggestions were either integrated or dismissed. This transforms evaluation into a formative process, measuring a student's ability to detect contradictions and demonstrate a deep contextual grasp [5, 6].

As AI remains prone to "hallucinations"—the fabrication of case law or the distortion of legal norms—the capacity for critical oversight becomes the bedrock of professional autonomy. In Ukraine, judicial precedents, including those from the High Anti-Corruption Court, have already identified the uncritical application of AI as an abuse of procedural rights and a sign of contempt toward the court [4].

Curricula must evolve to include "structured audits of AI outputs." Students must be trained to deconstruct algorithmic text: identifying hidden biases, validating the authenticity of citations, and assessing the precision of factual claims. This repositioning turns AI from an "oracle" into a "sparring partner" or a subject for expert scrutiny. Such vigilance aligns with the Ukrainian Code of Judicial Ethics regarding the preservation of a lawyer's independence: while technology can offer options, only a human can imbue them with legal validity and moral significance [3].

To foster professional intuition, it is essential to protect certain learning phases from algorithmic interference. Cognitive psychology suggests that profound legal understanding is forged through "intellectual friction"—the arduous task of reading primary sources, identifying conflicts, and building arguments from the ground up [5]. Implementing "analog learning" zones in foundational courses ensures the development of necessary neural pathways. Without this base, a young lawyer risks becoming a mere interface operator, unable to navigate complex, non-standard scenarios. Only after mastering these core tools can a lawyer use AI as a true catalyst without losing their professional identity [6].

Failure to adapt legal education to the "Fortified Mind" strategy could trigger a systemic crisis in the justice system. A surge of practitioners with atrophied critical

thinking skills may erode public confidence, as judicial outcomes may be seen as products of an algorithmic "black box" rather than human wisdom [7, 8]. This risks stripping the law of its "Moral Halo," which rests on the belief that every ruling is backed by conscious human responsibility [9].

Ultimately, the lawyer's role must shift from a routine executor to a "Chief Strategist." In this paradigm, AI handles *techne* (technical data processing), while the human retains a monopoly on *phronesis* (practical wisdom)—the ability to set ethical boundaries and define the overarching strategy for justice. Education must produce experts capable of governing algorithms rather than being governed by them, ensuring the rule of law persists in a technological age.

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CRITICAL THINKING DEVELOPMENT IN THE CONDITIONS OF DIGITALIZATION AND AI: MODERN APPROACHES

The relevance of the research topic is determined by the rapid digitalization of higher education and the active integration of artificial intelligence tools into the educational process. Modern students operate in an environment of information overload, algorithmic filtering, and automated content generation, which creates both new opportunities for learning and significant risks related to misinformation, superficial perception of knowledge, and academic dishonesty [1]. In such conditions, the

development of critical thinking becomes a key competence that ensures the ability to analyze information, evaluate sources, detect manipulation, and make reasoned decisions [3].

The aim of the study is to analyze the role of digital technologies and artificial intelligence in the formation of critical thinking skills among university students and to determine effective pedagogical approaches for their development. The objectives include: defining the concept of critical thinking in the digital era; identifying the risks of uncritical use of AI tools; and outlining methods for integrating AI into the educational process without reducing students' analytical autonomy.

The methodological basis of the research includes a comparative analysis of scientific literature, synthesis of modern pedagogical approaches, and elements of critical discourse analysis regarding the use of AI in education. The study also applies a competency-based approach, which considers critical thinking as an integral component of professional training in the fields of law and international relations [3].

Digital technologies significantly expand access to educational resources, promote interactive learning, and enable personalized educational trajectories [4]. AI tools can assist students in structuring information, generating ideas, and improving academic writing. However, excessive reliance on automated systems may reduce cognitive effort and lead to passive consumption of ready-made answers instead of independent analysis [1]. This creates the risk of forming "algorithmic thinking," in which students accept generated information without verification.

Critical thinking in the digital environment involves several key components: the ability to evaluate the credibility of sources, understanding algorithmic bias, distinguishing between facts and interpretations, and recognizing manipulative communication strategies [1]. For students of law and international relations, these skills are particularly important due to the need to work with complex legal texts, political discourse, and international documents, where inaccuracies in interpretation may lead to significant professional consequences.

One of the main challenges is the phenomenon of AI-generated content, which can appear academically correct but contain factual errors, logical inconsistencies, or hidden

bias [1]. Therefore, the use of AI in education should be accompanied by the development of verification strategies, including cross-checking information, using peer-reviewed sources, and applying logical analysis [3]. Educational practices should shift from memorization to problem-based learning, debate formats, and analytical writing tasks that require argumentation and source evaluation [3].

The integration of AI into the educational process can contribute to the development of critical thinking if it is used as a tool for reflection rather than substitution of intellectual activity [4]. For example, comparing AI-generated responses with academic sources encourages students to identify inaccuracies and develop evaluative judgment. In this context, the role of the teacher transforms from a transmitter of knowledge to a facilitator of analytical dialogue and methodological guidance [4].

Another important aspect is academic integrity. The availability of AI tools increases the risk of plagiarism and uncritical borrowing of generated texts. Therefore, universities should implement clear ethical guidelines for the use of AI, promote transparency in its application, and develop assessment methods that prioritize analytical reasoning over reproductive knowledge [1].

The results of the study indicate that critical thinking in the conditions of digitalization and AI should be formed through a combination of methodological approaches: media literacy training, source evaluation exercises, argumentative writing, and the use of AI as an object of analysis rather than a ready-made solution provider [3]. Such approach contributes to the formation of intellectual autonomy, responsibility for academic work, and the ability to function effectively in the global information environment.

In conclusion, digitalization and artificial intelligence are fundamentally transforming the educational landscape, necessitating a re-evaluation of traditional teaching methods. Critical thinking has become an essential skill, ensuring not only academic success but also professional competence in the fields of law and international relations [3]. Future research should conduct empirical studies on the impact of AI-based learning tools on students' analytical skills and develop standardized methods for assessing critical thinking in digital education.

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THE IMPACT OF INTERNATIONAL EDUCATION ON THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN LAW AND INTERNATIONAL RELATIONS STUDENTS

In an era of globalisation and Ukraine's professional training for law and international relations students includes internationally recognised foreign language communicative competence (as an integral part of their education). Intercultural communicative competence (ICC) includes more than having the ability to communicate in the language of the law; it is also about understanding the culture of people involved in the international law arena, demonstrating empathy or compassion for others, and

demonstrating adaptability to new environments. All behaviours being required as students pursue their studies within an ever-changing international legal arena and maintain the ability to communicate comfortably within it. As Baker (2024) defines it, ICC is “communication where cultural and linguistic differences are perceived as relevant by participants” and involves negotiating between different cultural resources and languages in interaction [1]. International education, encompassing academic mobility programmes, bilingual curricula, joint degree initiatives, and international internships, is widely recognised as one of the most effective mechanisms for developing such competence.

Contemporary scholars conceptualize foreign language communicative competence as not simply a collection of linguistic abilities, but rather an integrated ability to use language in real-life professional settings. Some examples include: conducting negotiations, drafting international legal documents, or advocating for someone in front of an international court. A thorough bibliometric analysis of 2,429 resources on intercultural communication within second/foreign language education indicates there is movement from traditional grammar based teaching towards teaching curricula that include the social & cultural aspects of communication [5]. As a result, future lawyers/international relations student need to master both general English and the language of the law including legal terms, the styles of formal written documents, & how to effectively advocate for clients orally.

Through participation in academic exchange programs, particularly through the Erasmus+ Program, students participate in an immersive experience in a foreign language legal environment where they can develop their intercultural communication skills. A quantitative study using the Online Linguistic Support (OLS) system (European Commission) on 213 Turkish Erasmus+ students showed that there were significant improvements in reading, listening, vocabulary and grammatical competencies during the course of one semester abroad [2]. The Erasmus Impact Study, which surveyed a total of 75,000 students and alumni, provides further evidence by showing that more than 90% of mobile students experienced improvements in their foreign language proficiency as well as additional transversal competencies [3]. Therefore, law and international relations

students are able to benefit greatly from mobility, as they must work across multiple legal cultures and various linguistic registers.

It should nonetheless be acknowledged that international education is only one factor in the formation of foreign language competence. Research on EFL learners in Taiwan demonstrates that English proficiency and overseas experience are both significantly related to better acquisition of ICC, yet explicit in-class instruction also produces measurable gains — particularly in the knowledge and skills dimensions of intercultural competence [4]. An optimal model therefore combines international educational opportunities with systematic domestic instruction: teaching professional disciplines through the medium of a foreign language, participating in international moot courts, and cultivating academic writing skills.

In conclusion, international education exerts a substantial positive influence on the development of foreign language communicative competence among future legal professionals and specialists in international relations. The integration of international educational components — exchange programmes, bilingual instruction, and explicit ICC teaching — into the curricula of Ukrainian universities constitutes a strategically significant objective for preparing competitive graduates capable of operating effectively within the international legal environment.

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**THE ENGLISH TERMINOLOGICAL FRAMEWORK OF NATO
ENLARGEMENT POLICY: ADAPTATION CHALLENGES
IN THE UKRAINIAN DISCOURSE**

The study of the terminology NATO uses regarding the admission of new members plays an important role for the state and society for an accurate assessment of the current level of compliance with NATO requirements. Inaccurate translations, misinterpretations of terms, or incomplete explanation of NATO narratives in political discourse can lead to false expectations within society. For example, the NATO Bucharest Summit Communiqué of 2008 stated: «NATO welcomes Ukraine’s and Georgia’s Euro-Atlantic aspirations for membership in NATO. We agreed today that these countries will become members of NATO» [3]. This was mistakenly interpreted by Ukrainian political establishment and society as a significant step and a firm commitment by NATO toward Ukraine. In a joint communiqué issued by the Heads of State and Government of NATO member countries, commenting on Ukraine’s future path toward Euro-Atlantic integration, it was explained that «MAP is the next step for Ukraine and Georgia on their

direct way to membership. [...] Today we make clear that we support these countries' applications for MAP» [3]. Furthermore, the reaffirmation of commitment to the Open Door Policy did not include a direct legal obligation regarding the timeframe for accession, but it underscores the unanimity of all NATO member states [3].

At the following summits in Wales 2014, Warsaw 2016, Brussels 2018, Brussels 2021, Madrid 2022, and The Hague in 2025, the Alliance maintained restraint and consistency in its statements regarding membership from previous summits, while developing cooperation in areas such as the Annual National Programme and the Comprehensive Assistance Package [11, 12, 2, 1, 5, 8]. A significant shift in NATO's previous policy on Ukraine's Euro-Atlantic integration took place at the 2023 Vilnius Summit, when the NATO-Ukraine Council was established [10]. The final communiqué also stated, «We reaffirm the commitment we made at the 2008 Summit in Bucharest that Ukraine will become a member of NATO, and today we recognise that Ukraine's path to full Euro-Atlantic integration has moved beyond the need for the Membership Action Plan». However, this change in NATO policy was accompanied by additional conditions [10]. These conditions were formulated as follows: «We will be in a position to extend an invitation to Ukraine to join the Alliance when Allies agree and conditions are met» [10]. This consistency in NATO policy is also evident at the 2024 Washington Summit, where NATO made an important statement that «Ukraine's future is in NATO [...] As Ukraine continues this vital work, we will continue to support it on its irreversible path to full Euro-Atlantic integration, including NATO membership» [13]. Nowadays, the implementation of this concept represents the most progressive step in consolidating Ukraine's policy on Atlantic integration.

The study highlights the importance of understanding the terms used to describe Ukraine's NATO membership process - such as the Open Door Policy, MAP, ANP, Comprehensive Assistance Package, and irreversible path to membership - in order to follow strictly to NATO terminology. It has been determined that there is a critical need to adapt these concepts to the Ukrainian political discourse in order to avoid further misinterpretation or oversimplification of processes and terms such as interoperability, capability, NATO standardization, and host-nation support, a concept that will become

particularly relevant upon full membership.

It is appropriate to begin the analysis with the concept of the Open Door Policy. This term is an interpretation of Article 10 of the 1949 Washington Treaty, which states that: «The Parties may, by unanimous agreement, invite any other European State» [9]. Thus, the Open Door Policy does not mean that given country has an unconditional right of accession, but rather that there exists a possibility of inviting any European country capable of contributing to security in the North Atlantic region. Accordingly, the Alliance's reference to the Open Door Policy establishes an important requirement - the unanimous consent of all NATO member states. A key point of debate in Ukraine's Euro-Atlantic integration has been the Membership Action Plan, introduced by NATO as a practical manifestation of the Open Door Policy. Its main objective is to develop a plan under which the country must not only achieve consensus among NATO members but also meet a number of fundamental requirements in political, economic, defense, and military affairs, as well as resource issues, security issues, and legal matters. Ukraine has never received a MAP due to a lack of consensus. In 2023 this requirement for Ukraine's accession to NATO was canceled, and the institutional focus shifted to a new condition - the implementation of the Annual National Programme as the method for the annual assessment of integration processes. The following year NATO introduced the concept of an «irreversible path» in its communique. Although the concept was perceived as a policy change compared to the statements of previous summits, it effectively serves as a replacement for older formulations such as "Ukraine will join NATO," "NATO remains committed to the Open Door Policy," and the MAP itself. NATO Secretary General Mark Rutte explained «The work we are undertaking now puts you on an irreversible path towards NATO membership, so that when the time is right, Ukraine can become a NATO member straightaway» [7]. NATO applied the conditions of Article 10 of the North Atlantic Treaty, such as when the time is right, when the Allies agree, and when the conditions are met.

An illustrative example of the challenges involved in adapting integration-related terminology is the term interoperability. In Ukrainian political discourse this term is often explained as technical interoperability (NATO standard). According to the AAP-06

glossary, this term refers to the broader concept of «the ability to act together coherently, effectively and efficiently to achieve Allied tactical, operational and strategic objectives» [6]. In Ukraine, there is often a terminological substitution of the words «capability» and «capacity», which are mistakenly equated exclusively with quantitative indicators such as the number of pieces of equipment, personnel, tanks, soldiers, and supplies. However, in the AAP-06 glossary this term is defined as «the ability to create an effect through employment of an integrated set of aspects categorized as doctrine, organization, training, materiel, leadership development, personnel, facilities, and interoperability», which more accurately reflects the assessment of a comprehensive capability to accomplish a mission [6]. Another example is the term NATO standardization, which in the Ukrainian meaning has become a generalized cliché of the best standards and Western reforms, for the improvement of warfare and better management of troops. In the dictionary, this term is clearly defined as «The development and implementation of procedures, designs and terminology to the level necessary for the interoperability required by Allies, or to recommend useful practices in multinational cooperation», that is, achieving functional interoperability among allies [6]. Another term that will become particularly relevant with the full membership phase is Host-nation support. This term refers to «Civil and military assistance rendered in peace, crisis or war by a host nation to NATO and/or other forces and NATO organizations that are located on, operating on/from, or in transit through the host nation's territory» [6]. This is one of the commitments that Ukraine must undertake on its path to NATO accession.

NATO terminology constitutes a strictly standardized system, the incorrect interpretation of which leads to a misinterpretation of the goals the Alliance sets for the state, the desynchronization of the state's integration processes into NATO, incorrect planning of actions, and the construction of expected results. Its adaptation in Ukraine is not merely a linguistic process of translation, but a process of conceptual, political, and institutional integration. Such an approach will create more favorable conditions on the path to Euro-Atlantic integration.

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**BUILDING PROFESSIONAL COMMUNICATIVE COMPETENCE
IN LAW THROUGH INTERACTIVE
DIGITAL LANGUAGE ENVIRONMENTS**

Building professional communication skills in law is one of the key priorities of modern legal education. Communication plays a central role in legal practice, as lawyers constantly interact with clients, judges, colleagues, and institutions. Researchers emphasize that communication skills are not only about language knowledge, but also the ability to interact effectively, understand context, and apply ethical and social norms in professional dialogue. In legal practice, this helps to build trust, resolve conflicts, and maintain professional authority.

There are many elements of professional communicative competence with regard

to law, and it may be categorized in several components: legal knowledge, linguistic skills, social consciousness, emotional intelligence, and practical communication skills. Indeed, theoretical and technical studies are frequently used in legal education, while communication training is poorly integrated in contemporary legal education. A gap emerges between preparation at an academic level and demands in the real world of work [1].

Law graduates development of communicative competence commences during university professional study. Academics point out that this competence also includes language ability, communication techniques, professional discourse, and participation in legal discussions. It is built through practicing, simulating, interacting and reflecting. Interactive digital language settings have gained relevance in this regard. They produce opportunities for communication practice, joint practice, and access to genuine legal work. There are platforms to engage students in learning how it is that they could conduct real scenarios (negotiation, court hearing, consultation) online. These contexts are also supportive of multilingual education and intercultural communication – both critical characteristics for current lawyers practicing in a global environment [2].

Digital platforms facilitate the merger of theory with practice too. Practice-based communication skills (e.g. through virtual learning, simulations and case-based learning) can be supported. According to the research, interactive learning and technology-based education enhance student motivation, communication skills, and readiness for work. AI and large language models are emerging as new agents for digital language classrooms. Research shows that AI-led stories and interactive games help students interpret difficult legal concepts more effectively by developing language skills, comprehension and retention. They enhance the accessibility and engagement of legal education [3].

Augmented reality and immersive technologies are another significant digital revolution in the realm of innovations. AR tools work in research to increase vocabulary acquisition, motivation and communicative skills through simulations, which enhance communication and interaction with task and video, and develop new vocabulary through immersive experiences; they provide support in virtual scenarios to the vocabulary-learning process. They enhance memory and communication skills by allowing students

to learn in visual and in practical circumstances [4].

Digital communication environments also affect professional identity and skills for collaboration. Research has found that communication strategies in online communities have influence on cooperation and engagement based on choice of a language, and strategies of how to interact digitally. This is relevant to future lawyers that need to successfully communicate skills in an Internet-based legal setting [5].

Interactive digital worlds facilitate multilingual ability and the skills are vital for legal professionals who do business worldwide. Literature on such matters asserts that language training in a foreign language enhances the motivation and competitiveness of students of law while increasing their professional capacity of communication [5].

Also, communicative competence is essential to ethical understanding, emotional intelligence, adaptable communication to different audiences. The art of law has professional communication skills: persuasion, argumentation, listening skills, negotiation, etc. Digital interaction, online game simulation, collaborative learning environments are potential facilitators for the development of these competencies [5].

This way of being, I think, in line with the global challenges of today, involves digital language environments are integrated into legal education as well. Lawyers spend more time on digital technology, engage in online hearings, engage with their legal communities via electronic mediums and process digital evidence. Thus, students must complete training for digital communication skills, legal language, and how to use the language in an online world. Interactive digital learning environments facilitate personalized learning. They can talk at their pace, they can get critique back and finally come across tasks related to professional language. Digital platforms offer the opportunity for learning and growth.

Intercultural communication is a key component of communicative competence, because contemporary law practice depends upon international cooperation. Digital spaces include interactions with people from another culture and other legal traditions which develops a culture of understanding and empathy, as well as adaptability in one's professional role. Developing communication skills in law through our digital environments also fosters professional confidence. The young people are getting skills

such as expressing their legal views clearly, and of being able to contribute to discussions, put forward arguments, and work together as teams. This should be enough to prepare them for professional situations in reality.

In conclude, interactive digital language environments are an effective way to develop professional communication skills in the field of law. They also serve social interaction, professional training, language acquisition and digital technology. Integrating them into legal education not only bridges the link between theory and practice; but has a positive effect – it is a means to continuously improve the skills needed for communication in a global digital society.

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TRANSLATION CHALLENGES OF INTERNATIONAL TREATIES:

THE CASE OF THE BUDAPEST MEMORANDUM

In modern international law international treaties are one of the main instruments for regulating relations between states. They define the rights and obligations of the parties and contribute to maintaining international stability. The need for accurate and correct translation arises most when signing multilateral treaties, due to the number of participating states with different languages and legal systems. Even minor differences in wording can affect the legal interpretation of the provisions of the treaty and create preconditions for the inconsistent application of its norms in practice.

Pursuant to Article 9 of the Constitution of Ukraine, international treaties, the binding nature of which has been approved by the Verkhovna Rada of Ukraine (the Parliament of Ukraine), are incorporated into the system of national legislation. Consequently, ensuring maximum accuracy in their translation is of paramount importance, as any inaccuracies. Article 33 of the 1969 Vienna Convention on the Law of Treaties stipulates that all linguistic versions of an international treaty are equally authoritative, which requires the translator to maintain high precision and unambiguousness in conveying the intended meaning.

The primary and most frequent challenge in document translation is the absence of equivalents for terminological units in the target language. For instance, the terms «felony» and «misdemeanor» lack direct equivalents in Ukrainian criminal law. Within the Common Law, these terms are often translated as «тяжкий злочин» and «менш тяжкий злочин», however, the Ukrainian Civil Law categorizes offenses differently, meaning no direct equivalent exists. Consequently, the translator must either provide an explanatory translation or identify the closest functional equivalent [5]. Therefore, document translation demands not only a knowledge of linguistic correspondences but

also a profound understanding of the specific legal field to which the text pertains.

Another challenge in translation, as noted by D. Markov and V. Marchenko, is the presence of a vast number of polysemous terms in English. When translated into Ukrainian, such concepts may have several potential equivalents, the choice of which depends entirely on the context. For instance, the term «equity» can be translated as «акціонерний капітал», «справедливість» or «рівноправність» depending on the field. Consequently, to ensure an accurate rendering of the meaning, a specialist must frequently consult specialized reference works, legal dictionaries, and other professional sources [3].

The next challenge in translating international treaties is the existence of metaphorical expressions – for instance, «attack a confession» means «намагатися спростувати зізнання провини підсудного» rather than «фізично атакувати» - as well as abbreviations, the translation of which requires precise knowledge of their full meaning [5].

Another distinct feature of translating legal documents is the use of complex syntactic structures. According to K. Marchenko, nominalized forms and participle phrases are quite common in English official and business texts. This requires the translator to be capable of grammatically restructuring the sentence without losing its intended meaning. For instance, the structure «Considering the fact that the agreement has been signed...» can be rendered in Ukrainian as «Беручи до уваги підписання угоди...» or «Зважаючи на те, що угоду підписано...», depending on the context and the stylistic requirements of the document [3].

When translating treaties it is crucial to adhere to the structure of the original text. It is necessary not only to accurately reproduce the content but also to preserve the formal structure, as each of its components carries its own weight within the context of the document's legal validity.

Furthermore, it is essential to consider the genre-specific and functional features of official documents. Various types of documents, such as contracts, orders, or official letters, possess established phrasing and standardized linguistic clichés that must be grammatically reproduced with precision during translation. In the process of working

with such texts, it is vital to adhere to the relevant lexico-grammatical norms, particularly the rules governing the use of abbreviations, acronyms, and special designations [2].

In the translation of international treaties, even minor terminological discrepancies can create problems for the interpretation of such agreements. For instance, the 1949 Geneva Conventions employ the English term «hostilities», which refers to any form of conflict, including both official and undeclared combat operations. This term encompasses all acts of violence within armed conflicts.

The official Ukrainian translation of the first three Geneva Conventions renders «hostilities» as «military operations» (воєнні дії), whereas the translation of the Fourth Geneva Convention uses the term «combat operations» (бойові дії). The issue lies precisely in the interpretation of these terms: while «military operations» refers to warfare as an overall process, the term «combat operations» pertains directly to armed conflict in its immediate execution.

An analysis of international treaty translation practices demonstrates that translation can possess numerous nuances and significantly impact the subsequent interpretation of agreements. In this context, the Budapest Memorandum draws particular attention. A common perception suggests that the divergent interpretations of the treaty stem specifically from the incorrect translation of its provisions, namely «security assurances». Although «security assurances» can indeed be translated as «гарантії безпеки», a more detailed study reveals that the debates surrounding this document are driven by its legal substance rather than translation errors.

On December 5, 1994, four states, including Ukraine, signed the Budapest Memorandum, the official title of which was the «Memorandum on Security Assurances in connection with Ukraine's accession to the Treaty on the Non-Proliferation of Nuclear Weapons». It should be noted that China and France officially extended similar assurances to Ukraine in the form of diplomatic notes (the Statement of the Government of the PRS dated December 4, 1994, and the Declaration of France with accompanying letter from President F. Mitterrand dated December 5, 1994), although they did not formally sign the Budapest Memorandum itself [1].

It is noteworthy that while the developed and agreed text of the Budapest

Memorandum is considered authentic in all languages of the participating states, all parties signed the English version using the term «on Security Assurances», while simultaneously signing the Ukrainian text which employed the term «security guarantees».

The then Minister of Foreign Affairs, B. Tarasyuk, recalled that once the final text had been drafted, the question arose regarding the choice between «assurances» and «guarantees», with Ukraine insisting on the term «guarantees». Ultimately, all parties agreed that the English version would use «assurances», while the Ukrainian version would use «guarantees». The concluding provisions of the text stated that it was drawn up four copies – all of which are authentic; therefore, the Ukrainian version employing the word «guarantees» is legally valid, but the execution of both versions gave rise to legal ambiguity [4].

However, former U. S. Ambassador to Ukraine Steven Pifer maintains that «security assurances» do not carry the same weight as «NATO security guarantees». Therefore, had the English version of the memorandum used the word «guarantees», the United States would have been obligated to deploy its military forces to protect Ukraine`s territorial integrity [4].

The translation of international treaties from English into Ukrainian is a complex and highly responsible process, as even minor terminological discrepancies can impact the interpretation of the treaty`s substance. The case of the Geneva Conventions demonstrates how the same term, «hostilities», was translated inconsistently as «military operations» (воєнні дії) and «combat operations» (бойові дії), creating ambiguities in the application of international legal norms. Nevertheless, the Budapest Memorandum illustrates that legal consequences ultimately depend not on the translation of the text, but on its underlying legal substance.

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CHALLENGES OF DIGITAL SECURITY IN MODERN EDUCATION OF UNIVERATY STUDENTS

Academic research, by its very nature, favors openness and transparency. This is often conflicting with the need for stricter entry criteria. The imperative of “academic freedom” sometimes leads to a resistance to imposing strict censorship [2].

Even if he manages to improve by 95% in the theft of finding screaming (usually breaking), he will be a victim of the winners of more whippings. Universities need to introduce not only antivirus engines, but also predictive models [3].

The mass shift to LMS (learning management systems) and video conferencing (Zoom/Teams) has opened up new ways of fighting. Some of the challenges include the inability to securely handle security protocols (e.g. HTTP instead of HTTPS), sessions through secure security, and personal data [1].

Universities have a lot of resources on the internet (domains and IP addresses). A

larger site, for example, may have more than 1,500 sites. Each of these gaps is an entry point for criminals, especially if not properly protected [4].

Students' learning process depends on many external resources (cloud storage, online libraries). The negligence of any of these employees can lead to the loss of confidential student information, not to mention university security issues [3].

The number of hackers in the education sector has increased by 75% in recent years. University records, financial data, and student data stored in digital databases are all affected [4].

The emergence of new generations of AI has created a new type of threat, namely the use of AI to circumvent authentication systems or generate content that compromises data security. The challenge is to balance the integration of AI into the educational process and protect it from its destructive use for cyberattacks within institutions [2].

I have encrypted safety in the Department of Political Science in the Department of Political Science. Facebook pages in each language in the field of education in the 10th grade [1].

Students often use legacy hardware (outdated laptops or tablets) that does not support modern encryption protocols. This creates a 'weak link' within the campus network, which hackers can exploit to attack the university server by using the student's device as a bridge [4].

Today, 100% security is not achievable. The goal is to shift to resilience – the ability of students and colleges to continue learning, protect data, and access LMSs when under attack online [1].

Universities face the problem of “weak security” among students, the neglect of multi-factor authentication (MFA). In 2026, attackers exploited “weak MFA” by sending multiple spam emails, prompting students to quickly click “verify” to bypass the security system. This has forced educational institutions to move away from traditional passwords to real-time security, including geolocation and biometrics [4].

In conclusion, the rapid digitalization of higher education has significantly expanded both opportunities and vulnerabilities within academic institutions. While the principles of openness and academic freedom remain essential, they must be balanced

with robust and adaptive cybersecurity measures. The growing reliance on LMS platforms, cloud services, and interconnected systems has created a complex threat landscape, further intensified by the rise of AI-driven attacks and increasingly sophisticated hacking methods. Universities must therefore move beyond traditional security approaches and adopt proactive strategies, including predictive models, stronger authentication systems, and comprehensive user awareness. Ultimately, since absolute security is unattainable, the focus should shift toward resilience—ensuring that institutions can effectively prevent, withstand, and recover from cyber threats while maintaining the integrity of education and protecting sensitive data.

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DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH INTERNATIONAL ACADEMIC MOBILITY

The modern globalized world required lawyers and diplomats not only to master language norms, but also a number of certain skills: a developed vocabulary for free intercultural communication and pragmatic competence, that is, understand the relevance of what has been said.

The set of these components can be generalized in the concept of «communicative competence». This concept appeared in the English-speaking world as a response to D. Hymes' critique of the abstract model of N. Chomsky, which was limited only to language competence and productivity. In German-language literature the concept of «communicative linguistics» appeared thanks to the works of J. Habermas.

Thanks to the works of Hymes and Habermas the focus shifted to the sociocultural study of communicative competence, which included «communicative form and function in their integral relation to each other». This approach is now known as ethnography of communication. In this context, the issue of practical mechanism for the formation of the specified competences is of particular importance. Therefore, international academic mobility becomes one of the key mechanisms of transformation of students' theoretical knowledge into a practical ability to act effectively in a foreign language professional environment.

Developing Hymes' ideas about the socio-cultural context, M. Byram adapted the concept of communicative competence to the conditions of intercultural interaction. Byram's concept relies on the prototype model «communicative compression» Jan Ate Van Ek [4, p. 35], but extends them in an intercultural dimension built on six «competencies» [1, p. 10]:

1. linguistic competence – ability to produce and interpret meaningful statements [4, p. 39];
2. sociolinguistic competence – relationship between linguistic cues and their contextual or situational meaning [4, p. 41];
3. discourse competence – ability to use appropriate strategies in the construction and interpretation of texts [4, p. 47];

4. strategic competence – ability to compensate for communication complexities by paraphrasing, clarifying, etc.[4, p. 55];
5. socio-cultural competence – ability to integrate cultural knowledge and skills into professional education[4, p. 35];
6. social competence – implies both the desire and the ability to interact with others[4, p. 65].

The Byram model is particularly relevant for participants in academic mobility programs, as it identifies five components that are formed directly during immersion in another environment. It highlights [1]:

1. attitude –relativising self and other;
2. knowledge of self and other;
3. skills to discover and/or interact;
4. education – political education, critical cultural awareness;
5. skills to interpret and relate.

Summarizing the above, we can state that the formation of foreign language communicative competence of students in the field of law and international relations is a multifaceted process that goes beyond the assimilation of grammatical rules. Analysis of theoretical models D. Hymes and M. Byram proves that professional interaction at the international level requires the synthesis of linguistic knowledge, pragmatic skills and socio-cultural flexibility. International academic mobility is an important factor in strengthening this process, creating conditions for immersion in a real-time foreign language and cultural environment in which students are forced to adapt their own strategies on accordance with the norms of their host culture. It is through direct immersion in another environment that students move from passive knowledge of theory to active mastery of strategies for overcoming communication gaps and critical awareness of cultural context. This allows future specialists not only to effectively represent the interests of their state, but also to act as competent mediators in the global legal and political space.

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DIGITAL TECHNOLOGIES FOR THE DEVELOPMENT OF SPEAKING AND WRITING SKILLS IN FOREIGN LANGUAGE LEARNING

Digital technologies are modern information and communication tools (computers, mobile applications, online platforms, multimedia resources, artificial intelligence) that are increasingly used to organize and support the educational process. In modern foreign language education these tools play a particularly significant role in developing communicative skills, including speaking, writing, reading, and listening. Digital technologies - including online communication platforms, learning management systems, AI-powered tools, and multimedia resources — significantly enhance the development of speaking and writing skills by creating interactive, authentic communicative environments that extend beyond the traditional classroom.

The use of digital tools expands the possibilities of teaching foreign languages by providing interactivity and genuine opportunities for communication with native speakers, making real foreign language practice accessible to every learner regardless of location or circumstance. Information and communication technologies contribute

meaningfully to the development of speaking and writing skills by enabling online communication, text creation, message exchange, and the completion of interactive tasks. Platforms such as Zoom and Google Meet offer remarkable opportunities to develop speaking skills remotely, supporting language-oriented social networks, online classes, and distance learning environments. During such classes students can participate in discussions, role plays, debates, and presentations, all of which contribute to the development of oral communication competence. Distance learning, which became a necessary global measure due to COVID-19 pandemic, forced teachers, lecturers, and students to adapt to new educational realities. In Ukraine this adaptation has continued - not because of quarantine restrictions, but due to the constant threat of missile attacks during the full-scale war. These extraordinary circumstances have driven educators to explore and master new methods of teaching within virtual educational environments. In both blended and distance learning contexts, digital platforms serve as essential tools for developing students' communicative skills through interactive lessons and sustained online language practice.

A fundamental component of online learning is the learning management system - a web portal used to store, manage, and distribute educational content, including video materials [1]. Widely used examples include Google Classroom, Blackboard Learn, and Moodle. The adoption of such a system has become a standard requirement for any educational institution operating online, as it enables the organized publication of lecture materials, practical content, and multimedia resources in a single accessible space.

The use of digital technologies is not limited only to online meetings or educational systems. Modern technologies are also used to simplify the process of learning foreign languages, for example through the use of infographics in classes, as they make it possible to emphasize: visualization of words and concepts, which contributes to better memorization; and the development of critical thinking, as students are required to analyze and interpret visual information.

Another notable tool is Gamma App - an innovative platform for creating presentations that uses the capabilities of artificial intelligence to automate the structure, content, and visualization of ideas. Its interface is simple and intuitive, guiding users

through the creation process with recommendations, warnings, and step-by-step instructions. Gamma App platform has a built-in personal assistant - Gamma Assistant which responds to voice commands [3]. The platform allows users to create engaging presentations that attract the audience and contribute to better understanding of the material. Teachers can use this platform both to create methodological materials and to develop educational presentations aligned with the thematic content of a given discipline.

Digital technologies play an important role in the development of speaking and writing skills in the process of learning foreign languages. They create an interactive environment that promotes the active use of language in real communicative situations.

The integration of online platforms, mobile applications, social networks, augmented reality technologies, and other digital tools significantly increases the effectiveness of learning, motivates students, and supports the development of modern language competence.

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DIGITAL TECHNOLOGIES FOR DEVELOPING SPEAKING AND WRITING SKILLS WHEN LEARNING FOREIGN LANGUAGE

The most difficult thing many students experience is finding ways to actively utilize what they have learned by using their knowledge. Due to a variety of reasons (such as fear of being judged or fear of making mistakes), many individuals are unable to advance from passive learning to active learning. Fortunately, many digital technologies exist today that can assist an individual master a foreign language, specifically the ability to write and speak.

Generative artificial intelligence and voice assistant technology have recently given the study of speaking skills a new surge of momentum. Generative artificial intelligence and voice assistant technology aid in eliminating one of the largest psychological barriers to effective communication - the fear of committing an error. An individual receives instant feedback regarding the accuracy of their speech and grammar when conversing with a voice assistant. Mobile platforms for language exchange provide opportunities for people to communicate with native speakers from around the world at any time. Therefore, speaking no longer involves merely repeating memorized dialogue and instead becomes a practical means of addressing and resolving a variety of communicative needs.

Digital tools have also significantly impacted the way in which we write. The days of merely correcting typos have been replaced with tools that assist in creating more eloquent writing. Writing tools now do more than correct spelling errors - they function like a writing coach by providing suggestions for alternative words and assisting in determining who an article should be written for (e.g., formal correspondence vs. an informal posting on a social network). The ability to edit documents collaboratively allows for more group-oriented approaches to writing and provides the opportunity to

obtain immediate corrections and comments from peers. By receiving immediate feedback, individuals can more thoughtfully reflect upon their writing and consider how their intended audience may respond to it.

One of the main challenges in language learning is the phenomenon of “passive knowledge” [1], when a student understands what he reads or hears, but cannot independently formulate an opinion. Specialized digital services for developing speaking skills (such as ELSA Speak, Loora, Preply or Talkpal) are aimed at solving this problem, turning the accumulated vocabulary into an active communicative tool.

The key mechanism here is the technology of interactive reproduction. Unlike classic applications, where learning is limited to choosing the correct answer, speaking services force the brain to work in the “production” mode of speech. For example, AI-based applications (such as Loora) [2] simulate real-life scenarios: from an interview to ordering food. In such conditions, the student is forced to instantly extract words from passive memory, which creates new neural connections and automates the speech process.

The role of phonetic feedback is no less important. Apps like ELSA Speak [3] use highly accurate speech recognition to analyze each sound. When the user sees a graphical analysis of their pronunciation in real time, they are able to immediately correct their articulation. This builds muscle memory and confidence in their own pronunciation, which is critical for overcoming the language barrier.

For those looking for social interaction, platforms like italki or Preply [4] provide a smooth transition to live communication. They allow you to find a tutor-mentor who focuses specifically on speaking practice. In this case, the digital platform acts as a safe bridge between theoretical exercises and the real world. As a result, thanks to constant active practice in the apps, a foreign language ceases to be a set of abstract rules and becomes a living means of self-expression.

It is certain that AI will not entirely replace teachers due to a lack of various human aspects. However, it is worth mentioning that digital technologies provide us with wider possibilities for expanding our knowledge.

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ARTIFICIAL INTELLIGENCE IN THE MODERN STUDY OF INTERNATIONAL LAW

In the modern era of rapid digitalization, it is hard to imagine a law student who does not rely on digital assistants to navigate the complexities of legal research. When we study international law, we are literally drowning in thousands of pages of UN treaties, resolutions, and judicial decisions from various international tribunals. In my opinion, the relevance of this topic is obvious: artificial intelligence (AI) is fundamentally changing the learning process itself. It makes us significantly faster and more efficient, but at the same time, it creates academic and professional challenges that did not exist ten years ago [1].

The dynamic nature of international law requires not only the memorization of norms but also the ability to analyze vast datasets and identify subtle connections between different legal instruments. AI tools, from large language models to specialized search engines, offer a bridge between raw data and legal insight [2]. However, this transition raises critical questions about the reliability of automated summaries and the preservation of traditional legal reasoning. In this work, I aim to analyze how AI serves as a catalyst for a new model of legal education, where the focus shifts from data collection to critical

interpretation and ethical verification.

Taking into account my observations on AI in Learning we admit that it saves time on research. We have noticed that searching for a specific case of the International Court of Justice used to take an eternity. Now, with the help of AI, one can get a concise summary of a 100-page decision in seconds [2]. This saves a lot of time during seminar preparation when the reading volumes are enormous.

Working with "legal vocabulary." International treaties are often written in very complex language [4]. AI is excellent at "translating" this diplomatic language into everyday speech, which helps to understand the core essence much faster.

The problem of trust. The biggest problem we see is that AI can be very confident even when it is wrong. Sometimes it refers to cases that do not exist. That is why, in our studies, we always double-check everything through official sources, such as the UN library. You cannot simply copy the text and hope that everything is correct.

Overall, we believe that AI is an indispensable tool for students that fundamentally transforms the role of future lawyers [3]. It makes international law less "scary" and more understandable for our generation. However, it is crucial to remember that a computer cannot feel the "spirit of the law" or fully grasp the nuances of political ethics and human rights. The responsibility for critical analysis, moral judgment, and the final interpretation of justice must remain strictly with the human lawyer. As we integrate these technologies into our studies, the focus must shift toward developing advanced digital literacy and the ability to verify information through official sources like the UN. We should use AI to liberate ourselves from the burden of mechanical tasks, thereby dedicating more time to the creative and intellectual aspects of legal work. Ultimately, the goal is not to replace human intuition with algorithms, but to create a synergy where technology enhances our ability to protect the rule of law in an increasingly complex global society [4].

While AI can handle the technical processing of routine data, the responsibility for critical analysis and moral judgment must remain with the human lawyer. We should use these technologies as a powerful foundation, but never let them replace our own professional intuition and ethical commitment to justice.

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FOSTERING CRITICAL THINKING IN THE `AGE OF DIGITAL TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE

The twenty-first century economy is increasingly shaped by digital transformation and artificial intelligence technologies. As a second-year student of International Economic Relations, I observe that global markets, trade systems, financial forecasting, and even diplomatic negotiations are now closely connected with digital platforms and algorithmic tools. While these innovations accelerate economic processes and expand access to information, they simultaneously create new intellectual, ethical, and practical thinking is not an abstract academic concept but a practical necessity for anyone who wants to succeed in the global economy.

Digitalization has significantly altered the structure of international economic activity. Data-driven decision-making has become a dominant trend. Governments, financial institutions, and multinational corporations increasingly rely on predictive

analytics, automated risk assessment, and AI-powered models to optimize investment, supply chains, and trade operations. However, algorithms are not neutral instruments. They reflect the quality of the datasets on which they are trained. If data are incomplete or biased, economic forecasts and strategic decisions may also be distorted, which could affect global economic stability and policy-making [2].

From my perspective, the key problem is not existence of artificial intelligence itself, but how people use it. AI systems generate convincing analytical outputs, graphs, and reports. Yet these results may contain logical gaps, contextual inaccuracies, or oversimplifications. According to UNESCO, educational institutions must ensure that students develop the capacity to evaluate AI-generated information responsibly and ethically [1]. For students of international economic relations, this skill is particularly important because a single misinterpreted data set or flawed forecast could influence major business or policy decisions, from investment strategies to trade negotiations.

Another important issue is the personalization of digital content. Online platforms use algorithms to filter information according to use behavior, preferences, and previous searches. This phenomenon, often referred to as “filter bubbles”, can limit exposure to alternative viewpoints and reduce analytical flexibility [3, p.45]. For a future economist or international analyst, this limitation may narrow the scope of decision-making and decrease objectivity in evaluating global economic processes. For example, when researching international trade data, relying solely on one platform or one AI tool may lead to incomplete conclusions about market trends or risks.

Artificial intelligence is also increasingly used in academic environments. Automated writing assistants, translation systems, and economic modeling tools simplify research and enhance access to information. However, excessive reliance on these tools may weaken independent analytical skills, reduce creativity, and limit the ability to identify biases in data or reports. The European Commission highlights that digital competence must include the ability to critically assess algorithmic decisions, understand their limitations, and apply independent judgment [4]. Therefore, technological literacy alone is insufficient without critical thinking.

Critical thinking in international economic relations also involves interpreting

statistical data carefully. Indicators such as GDP growth, inflation rates, trade balances, foreign investment flows, and market indices are often presented in simplified digital dashboards. Behind each numerical figure, there are assumptions, calculation methods, and sometimes political influences. As a student, I find it essential to cross-check sources, compare reports from multiple international organizations, and consider possible biases in global economic rankings. For instance, when analyzing foreign investment trends, one must take into account not only the absolute numbers but also the economic policies, political stability, and regulatory environment of the countries involved.

Digitalization further intensifies the problem of misinformation. Economic news spreads rapidly across social media and digital platforms, often without proper verification. False financial rumors can quickly impact stock markets, currency rates, or commodity prices. In these circumstances, critical thinking becomes a protective mechanism against manipulation, emotional reactions, and poor decision-making.

Moreover, academic integrity gains new importance in the age of AI. The availability of AI-generated texts creates a temptation for superficial learning and intellectual shortcuts. Responsible academic behavior requires transparency in using digital tools, proper citation, and the preservation of personal intellectual effort. From my perspective as a student, ethical responsibility is inseparable from professional competence in international relations. Understanding the ethical use of technology prepares us for real-world economic challenges where decisions affect multiple stakeholders.

Practical exercises in developing critical thinking are also important. For example, comparing the economic policies of two countries using AI-generated data, while simultaneously analyzing original reports from the IMF, World Bank, or UNCTAD, helps students identify discrepancies, biases, and assumptions. Reflecting on these findings and discussing them with peers or instructors strengthens analytical and ethical judgement. I have personally found learning, and simulations of economic scenarios allow me to apply theory to practice while improving independent reasoning.

In conclusion, digitalization and artificial intelligence have fundamentally reshaped global economic interactions and educational processes. These technologies

provide new tools for analysis, decision-making, and research, but they also introduce risks of bias, misinformation, and intellectual passivity, From my perspective as a second-year student, critical thinking is the foundation that allows future professionals to transform digital tools into effective instruments rather than sources of distortion, Universities should focus not only on teaching technologies but also on strengthening analytical independence, ethical awareness, and intellectual responsibility. Developing these skills now will prepare students to make informed, ethical, and strategic decisions in the global economy of tomorrow.

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THE ROLE OF MEDIA LITERACY IN THE FORMATION OF CRITICAL THINKING IN THE DIGITAL ENVIRONMENT

In the twenty-first century, digital technologies have become an integral part of everyday life. Social networks, online news platforms, blogs, and video-sharing services influence the way people receive information, communicate, and form opinions. Platforms such as Facebook, Instagram, TikTok, and YouTube have transformed not only communication but also the structure of the information space. In this digital environment, media literacy plays a crucial role in shaping critical thinking skills [2]. Without the ability to analyze and evaluate information properly, individuals may become vulnerable to misinformation, manipulation, and biased content [3]. Therefore, understanding the relationship between media literacy and critical thinking is essential for modern society.

Media literacy can be defined as the ability to access, analyze, evaluate, create, and share media content in various forms [1]. It includes understanding how media messages are constructed, what purposes they serve, and what techniques are used to influence audiences [4]. In the digital age, media literacy goes beyond traditional media such as television or newspapers. It also involves navigating social media algorithms, recognizing sponsored content, and distinguishing between reliable and unreliable sources. Since information spreads rapidly online, users must be prepared to question what they see and read.

Critical thinking, on the other hand, refers to the ability to think clearly and rationally, to understand logical connections between ideas, and to evaluate arguments objectively. A person who thinks critically does not accept information automatically but asks questions such as: Who created this message? What is the purpose behind it? Is there evidence to support these claims? [3]. Are there alternative viewpoints? Media literacy provides practical tools that help individuals apply critical thinking in real-life digital contexts.

One of the major challenges of the digital environment is the spread of misinformation and fake news. False information can circulate widely and quickly, especially when it appeals to emotions. Algorithms on social media platforms often

prioritize content that generates strong reactions, which may increase the visibility of sensational or misleading posts. As a result, users may be exposed to echo chambers, where they see only opinions that confirm their existing beliefs. Media literacy education teaches individuals to verify information through multiple sources, check authorship, and analyze the credibility of websites [1]. These practices directly strengthen critical thinking skills.

Another important aspect is understanding media bias and persuasion techniques. Digital content creators may use emotional language, selective facts, or visual manipulation to influence audiences [4]. Advertising, political campaigns, and even influencers use strategic communication methods to shape public opinion. By learning about framing, stereotypes, and persuasive strategies, individuals become more aware of how media can affect their perceptions [2]. This awareness encourages reflective thinking rather than passive consumption of information.

Moreover, media literacy supports responsible digital citizenship. In addition to evaluating content, individuals must also create and share information ethically. Critical thinking helps users consider the consequences of spreading unverified information or engaging in online conflicts. In this sense, media literacy contributes not only to personal intellectual development but also to the health of the information ecosystem as a whole. A society with a high level of media literacy is better protected against propaganda, cyber manipulation, and disinformation campaigns [3]. Education systems play a significant role in developing media literacy. Schools and universities should integrate media analysis into different subjects, encouraging students to question sources and compare perspectives [2]. Practical tasks such as analyzing news articles, identifying bias in advertisements, or fact-checking viral posts can improve students' analytical skills. Importantly, media literacy should not be taught as a separate technical skill only, but as part of a broader educational goal of developing independent and critical thinkers [4].

However, there are still challenges in implementing media literacy education. Not all teachers are trained to address digital media critically, and not all students have equal access to quality digital resources [3]. In addition, the digital environment is constantly evolving, which makes it difficult to create universal guidelines. Despite these challenges,

promoting media literacy remains a priority for modern education and public policy.

In conclusion, media literacy plays a fundamental role in the formation of critical thinking in the digital environment. It equips individuals with the skills necessary to analyze, evaluate, and responsibly create media content [1]. In a world where information is abundant and not always reliable, the ability to think critically is essential for personal development and democratic participation. By strengthening media literacy education, society can foster more informed, independent, and responsible digital citizens.

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DIGITAL TECHNOLOGIES FOR DEVELOPING SPEAKING AND WRITING SKILLS WHEN LEARNING FOREIGN LANGUAGES

Digital transformation has become a strategic priority in global education policy. According to UNESCO, digital technologies enhance accessibility, quality, and

innovation in teaching and learning processes, creating new opportunities for communicative skill development in foreign language education [1;6].

Digital technologies expand opportunities for authentic communicative practice. Online platforms, video conferencing tools, and virtual exchange programs create real-life communicative situations that simulate natural language environments. The Council of Europe in the updated Common European Framework of Reference for Languages emphasizes mediation, interaction, and online communication as essential components of language proficiency [2]. This reflects a pedagogical shift: speaking competence today includes participation in digital discussions, online collaboration, and multimodal interaction.

Blended and technology-enhanced learning environments extend opportunities for productive practice beyond the classroom. Research shows that digital platforms support learner autonomy and continuous speaking and writing development through interactive and collaborative tools [3].

The effectiveness of digital integration largely depends on teachers' professional competence. The European Framework for the Digital Competence of Educators (DigCompEdu) defines the knowledge and skills required to design pedagogically meaningful digital tasks, manage online interaction, and assess learners' performance in technology-rich environments [4]. Without structured instructional planning, digital tools may remain superficial rather than transformative.

Artificial intelligence and adaptive learning systems represent an important innovation in developing productive skills. AI-powered speech recognition tools provide immediate feedback on pronunciation and fluency, while automated writing systems assist with grammar, coherence, and vocabulary accuracy. The OECD highlights that intelligent digital systems can support personalised feedback loops, fostering self-regulated learning and gradual improvement of communicative competence [5]. However, responsible and ethical integration remains essential.

Motivation and engagement are additional advantages of digital implementation. Interactive platforms, multimedia assignments, and collaborative online tasks increase learner participation and sustain interest in productive language practice. International

monitoring reports underline that technology, when pedagogically aligned with learning outcomes, can positively influence students' persistence and communicative confidence [6].

In conclusion, digital technologies significantly enhance the development of speaking and writing skills when embedded in coherent pedagogical frameworks. They expand authentic communication opportunities, provide personalised feedback, and support collaborative and autonomous learning. Their impact, however, depends on institutional support, teacher preparedness, and balanced integration with communicative methodologies. Overall, the integration of digital technologies into foreign language education represents not only a methodological enhancement but a fundamental transformation of how communicative competence is developed. By enabling authentic interaction, supporting personalized learning pathways, and fostering learner autonomy, digital tools have redefined the scope of speaking and writing practice. At the same time, their effectiveness is closely tied to thoughtful pedagogical design, educators' digital competence, and ethical implementation. Therefore, the successful development of productive language skills in the digital age requires a balanced approach that combines technological innovation with established communicative principles, ensuring that digital transformation leads to meaningful and sustainable educational outcomes.

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ACADEMIC MOBILITY AND INTERNATIONALIZATION OF THE EDUCATIONAL PROCESS

The relevance of the research topic is determined by active processes of globalization, digitalization of society, and Ukraine's integration into the European Higher Education Area. In modern conditions, academic mobility is considered one of the key instruments for improving the quality of education, enhancing graduates' competitiveness, and developing international partnerships between higher education institutions .

Academic mobility implies the opportunity for students, academic staff, and administrative personnel to participate in studying, internships, or teaching at another

educational institution within the country or abroad, with subsequent recognition of learning outcomes. It is a component of the broader process of internationalization, which includes the integration of an international component into educational programs, the development of joint scientific research, and the implementation of an intercultural approach in education [3].

The purpose of the study is a comprehensive analysis of academic mobility as a factor in the internationalization of the educational process and the determination of its impact on the formation of professional and intercultural competencies of future specialists in international law. The main objectives are: to clarify the essence of the concept of academic mobility; to characterize its main forms; to analyze advantages and challenges; and to determine development prospects in Ukraine [1].

The methodological basis of the research includes the analysis of regulatory legal acts in the field of education, comparative analysis of international experience, and generalization of modern scientific approaches. Methods of system analysis, induction, deduction, and synthesis were used.

The research results show that academic mobility can be classified into domestic and international, short-term and long-term, physical and virtual. Virtual mobility has gained particular importance, having actively developed after the COVID-19 pandemic and ensuring the continuity of the educational process [2].

Participation in international mobility programs contributes to the development of intercultural competence, legal thinking in an international context, improvement of foreign language proficiency, and the ability to work in a multinational environment. For students majoring in International Law, this creates additional opportunities to become familiar with the practice of applying international legal norms in different countries [4]. At the same time, there are certain challenges: financial constraints, differences in educational programs, difficulties in credit transfer, language barriers, and adaptation to a new socio-cultural environment. Overcoming these issues requires improving regulatory mechanisms and expanding state support for mobility programs [5].

Thus, academic mobility is a strategic direction in the development of modern higher education. It contributes to Ukraine's integration into the international educational

space, improves the quality of specialist training, and fosters globally oriented thinking. Prospects for further research include the development of effective models for supporting mobility and expanding digital forms of international cooperation [6].

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SKILLS TO TRANSLATE PROFESSIONAL TEXTS WITH THE INVOLVEMENT OF THE LATEST EDUCATIONAL TECHNOLOGIES

These days, if you want to translate specialized stuff-legal contracts, medical reports, technical manuals, business documents, you name it-you need way more than just knowing two languages. Translators have to nail the language, sure, but they also need to

get the details right for each field, understand cultural nuances, act ethically, and still deliver everything on time, even when the clock's ticking.

What's really changed the game is technology. Translator training isn't just old-school lectures anymore. Now, it's all about mixing tech with hands-on learning, so students actually get ready for what the industry throws at them. The focus has shifted-trainers want students to pick up skills that really match what language service companies need today, especially with machine-assisted translation taking over so much of the work [2].

Professional translators need a lot more than just knowing two languages inside and out. They dive deep into specific subjects, hunt down the right information, and bridge cultural gaps to really capture what someone meant-not just what they said.

These days, training doesn't just focus on the basics. There's a big push for strong terminology skills, too. "Terminology competence is developed through targeted modules with worksheets and authentic sample texts that promote a translation-oriented approach to terminology work."

Another huge part of the job now is post-editing-basically, cleaning up what neural machine translation spits out. "The second paper offers a training proposal that seeks to develop trainees' post-editing competence, taking a learner-centered and motivation-based approach. Assessed by a pre-/post-test model, the proposal proved to be an efficient and language-independent tool to improve trainees' post-editing competence."

Translators aren't always working from scratch anymore; they're often fixing up computer-generated drafts. So, training programs now include workshops and tests that track how fast and accurately trainees work, measuring things like speed, how much they over- or under-edit, and how efficient they are overall. The results show that this approach really works, and it helps translators improve no matter what language pair they're working with [1].

Digital literacy and IT skills now play a big part in what it means to be a translator. "Based on students' responses to a questionnaire, the third paper explores students' IT skills, computer and smartphone using habits and perceived knowledge of software." Trainees don't just learn how to use the tools-they get comfortable inside software

environments, pick up smart ways to work, and build habits that actually help them stay productive [3].

As tech keeps moving forward, translators are required to be at the cutting edge of technological endeavour. This skillset lets them handle every stage of modern translation, from quick AI-generated drafts to that final, human-level quality check.

Cutting-edge tech makes all this learning hands-on. Computer-Assisted Translation tools-like SDL Trados Studio, Phrase, Wordfast, and memoQ-are at the heart of training. Students run translation memories, manage terminology, and dive into real-world workflows right from the start.

Neural Machine Translation systems and language models like GPT-4 aren't just buzzwords-they generate first drafts, suggest better wording, tweak style, and give feedback on the spot. "While recognizing the risks associated with overdependence and taking into account ethical considerations, findings indicate an immense potential for GPT-4 to enrich pedagogy if integrated prudently in a human-centric manner."

With the right prompts, trainees practice everything from terminology extraction to tackling tricky cultural or literary details, fixing mistakes as they go and seeing different ways to solve problems. This feedback loop does more than correct errors; it helps students think about their own thinking, spot what's off, and sharpen their approach.

Blended learning works best. Courses mix online flexibility-think Udemy modules on machine translation, CAT tools, and localization-with live Zoom sessions and hands-on workshops in language labs. Students consistently rate these setups highly: overall usefulness sits at 4.50 out of 5, and knowledge gains are up at 4.64.

In-person sessions really shine when it comes to applying skills, boosting productivity (4.51), editing (4.43), and how effectively students get through tasks. Tool-specific units-like using translation memory in Phrase or advanced features in Trados-stand out, with students recognizing their clear value [4].

Project-based and team learning take things further. E-learning modules mirror what happens in real agencies. Students work on real contracts, medical documents, news pieces, using large corpora, terminology extractors, and cloud tools, just like the pros.

Platforms like Moodle create space for forums, quizzes, file sharing, assignments,

and peer feedback. This all builds teamwork, sharper revision, and client-focused skills. “Some platforms, like TransShare, go even deeper: they let you import and search translation memories, manage termbases, use machine translation, do collaborative text analysis, swap roles (translator, editor, project manager), and communicate-basically, a full simulation of the industry that pushes students to analyze, synthesize, and evaluate.”

The benefits? Significant. Trainees become faster and more flexible-great news for non-traditional students who need to set their own pace. Interactivity keeps people engaged, and the training lines up with what the industry actually demands, now that post-editing machine translation handles so much volume.

Graduates walk away ready for anything: they’re tech-savvy, comfortable with AI, and set up for lifelong learning as the field keeps changing.

But it’s not all smooth sailing. Relying too much on AI can dull creativity, weaken cultural nuance, and strip away the human touch on complex jobs. “Structured translation prompts demonstrated GPT-4’s prowess in technical translations, but the model faces challenges in capturing complex literary and cultural subtleties, necessitating measured integration approaches.”

There are also concerns about algorithmic bias, privacy, accountability, and who owns the work when AI gets involved-so ethical training needs to be front and center. Not everyone starts out with the same digital skills, and the flood of tech options can get overwhelming. That’s why critical thinking is so important.

Teachers have to help students use these tools wisely, spot errors or bias, and never lose sight of intuition, responsibility, and creative problem-solving.

Looking ahead, training for translators is changing fast. We’re heading toward a world where people and AI work side by side. Translators get to focus on the tricky, creative parts, while technology handles the boring stuff.

Programs are getting more personal, too-adaptive learning paths and virtual workspaces let people learn what they need, when they need it. Schools and companies keep teaming up, which means translators now need to know about project management, cloud tools, and the right way to work with AI [5].

All this fits together to make sure translators stay essential in global

communication. When you master translation skills using the latest tech, you're ready to thrive in this new, AI-powered field. It's about more than just language—you need digital know-how and a strong sense of ethics, too. That's what keeps translators relevant, creative, and ready for whatever comes next in this ever-changing industry. No translator can do without mastering the basics of text processing and looking up information on the Internet.

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INFORMAL LEARNING OF FOREIGN LANGUAGES IN THE DIGITAL ENVIRONMENT

In the contemporary world, marked by the rapid advancement of digital technologies, the process of foreign language learning is undergoing significant transformation. Alongside traditional forms of instruction, increasing importance is being attributed to informal language learning facilitated by the digital environment. Regular usage of social media, listening to podcasts, participating in online communities, watching video platforms and interacting with mobile applications create additional opportunities for the development of language competences. Informal learning is usually understood as independent and unstructured learning that takes place outside formal curricula and institutional control [2]. This type of learning is especially appropriate for university students, who regularly encounter foreign content in their everyday digital environment, and this underpins their motivation and provides constant access to language material. Researchers note that digital leisure activities have become the main source of foreign language exposure in the modern world [2].

Digital environments provide constant access to authentic linguistic input, allowing learners to encounter real-life language use rather than artificially simplified textbook examples. Audiovisual content such as films, TV series and online videos contributes to the development of listening comprehension and familiarization with native speech patterns and pronunciation features. Regular exposure to authentic language materials also supports vocabulary expansion and pragmatic awareness, as learners observe how language is used in different communicative situations. Moreover, informal digital learning often takes place in a low-anxiety context, as students engage with foreign languages through entertainment and personal interests, which reduces psychological barriers and fear of making mistakes [2].

Another important dimension of informal digital language learning is the development of learner autonomy. The use of digital tools encourages students to independently select learning materials, regulate their learning pace, and choose strategies according to their personal goals and needs. Such practices foster self-regulation and responsibility for learning outcomes, which are regarded as key competences in modern

higher education. Empirical studies demonstrate that students who actively use digital tools for informal language learning tend to show higher levels of confidence and willingness to communicate in a foreign language [1]. This suggests that informal learning environments contribute not only to linguistic development but also to affective and motivational aspects of language learning.

Despite these advantages, informal digital language learning has certain limitations. One of the main challenges is the lack of systematic structure. Learning through randomly selected digital content may result in fragmented knowledge and uneven development of different language skills [2]. In addition, the quality of online materials varies significantly, and learners may encounter unreliable or linguistically inaccurate content, which highlights the importance of critical media literacy [3]. Another challenge concerns the dependence of informal learning on learners' self-discipline and intrinsic motivation. Not all students are able to sustain consistent learning practices without external guidance or supervision, which may reduce the overall effectiveness of informal learning. Therefore, informal digital learning cannot fully replace formal language education, especially in the development of academic language competence and complex grammatical structures.

The effectiveness of informal digital language learning can be enhanced when it is meaningfully integrated with formal university instruction. Teachers may encourage students to use reliable digital resources, reflect on their informal learning experiences, and incorporate them into academic tasks and discussions. This approach allows learners to systematize knowledge gained informally and to bridge the gap between classroom learning and real-life language use. Scholars emphasize that the integration of formal and informal learning contexts contributes to more sustainable language development and supports lifelong learning habits [2].

In conclusion, informal foreign language learning within the digital environment offers university students constant exposure to authentic materials, enhances their motivation and promotes the development of learner autonomy. At the same time, challenges related to the lack of structure, variable content quality, and the need for self-regulation demonstrate the importance of pedagogical support. The combination of

formal instruction and informal digital learning practices appears to be the most effective model for developing foreign language competence in contemporary higher education.

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IMPLEMENTATION OF ARTIFICIAL INTELLIGENCE TOOLS IN PROFESSIONAL FOREIGN LANGUAGE TRAINING OF FUTURE INTERNATIONAL LAWYERS

In the modern educational environment, the role of a lawyer is changing rapidly. It is no longer enough just to know the laws and speak English; today, a professional must also be able to work with digital tools [3]. For students of international law, this creates a new challenge: how to use Artificial Intelligence (AI) effectively for learning professional

English without losing the ability to think critically.

Currently, many students use tools like ChatGPT or DeepL simply to speed up their homework. They copy a text, get a translation, and paste it into their assignment. This approach might save time, but it kills the learning process [2]. If the machine does all the cognitive work, the student learns nothing. However, banning these technologies is impossible and pointless. Instead, we should change the way we use them. AI should not be a "ghostwriter" for students, but rather a personal tutor and a simulator.

One of the best ways to use AI in legal English training is through simulation [2]. For example, a student can ask a chatbot to act as a judge in an international arbitration court or as an opposing counsel during a negotiation. By engaging in a dialogue with the AI, the student practices professional vocabulary in a context that mimics real life. This is much more effective than just memorizing word lists. The AI can also provide instant feedback on grammar and style, pointing out if a sentence sounds "too informal" for a legal contract [5].

However, there is a huge risk that cannot be ignored: "hallucinations." Recent studies have shown that Generative AI models often invent facts. There was a famous case in the US where a lawyer used ChatGPT to write a motion, and the AI invented non-existent court cases to support the argument. Stanford researchers found that in legal queries, AI models can "hallucinate" widely, creating convincing but fake legal precedents [4].

For a law student, this is a critical danger. If we use AI to learn International Law or Legal English, we must verify every single piece of information. This brings us to a new skill that needs to be trained: "verification literacy." Students should learn not just to generate text, but to audit it to check citations, verify terms in dictionaries, and ensure the logic is sound.

Another ethical issue is academic integrity. UNESCO's guidance on AI in education emphasizes that the use of AI must be transparent [1]. When a student uses AI to edit a cover letter or a legal memo, they should understand where their own work ends and the algorithm's work begins. Blindly relying on AI is not just lazy; in the legal profession, it can lead to malpractice.

So, what is the verdict? AI tools are definitely an opportunity, not a threat, but only if used correctly. They can help future international lawyers master complex terminology and improve their writing speed. But at the same time, they require us to be more vigilant than ever. The lawyer of the future is not someone who writes everything by hand, but someone who knows how to control the machine and verify its output.

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THE ROLE OF DIGITAL TECHNOLOGIES IN THE FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF FUTURE LAWYERS

In the context of globalization and international legal cooperation, foreign language competence has become an essential component of professional training for future lawyers. Legal specialists are increasingly required to work with international documents,

communicate with foreign clients, and participate in cross-border legal processes. At the same time, rapid development of digital technologies has significantly transformed the ways foreign languages are taught and learned. Therefore, the integration of digital technologies into legal education plays an important role in the formation of foreign language professional competence of future lawyers.

Digital technologies provide law students with access to authentic professional materials, such as international treaties, court decisions, legal databases, and academic publications in foreign languages. Online platforms and legal databases, including LexisNexis and Westlaw, allow students to familiarize themselves with real legal discourse and terminology, which contributes to the development of professional vocabulary and reading skills [1].

Another important advantage of digital technologies is the possibility of interactive learning. Online courses, mobile applications, and virtual learning environments support the development of speaking, listening, writing, and translation skills through multimedia content, simulations, and case-based tasks. For example, video conferencing tools enable students to participate in online discussions, mock trials, and negotiations in a foreign language, which helps to develop communicative competence in professional legal contexts [4].

In addition, digital technologies promote learner autonomy and motivation. Students can choose individual learning paths, use online dictionaries, and grammar tools, and practice legal writing with instant feedback [2]. Such flexibility allows future lawyers to improve their foreign language competence according to their professional needs and career goals [3].

In conclusion, digital technologies play a crucial role in the formation of foreign language professional competence of future lawyers. They enhance access to authentic legal materials, support interactive and practice-oriented learning, and encourage independent skill development. The effective integration of digital tools into foreign language education contributes to better preparation of law students for professional communication in the international legal environment. Therefore, digital technologies should be considered an integral part of modern legal education.

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**USING THE TED TALKS PLATFORM AS A MULTIMEDIA TOOL FOR
LEARNING BUSINESS ENGLISH**

In the era of globalization and digital transformation, the requirements for the professional training of specialists in international economic relations are significantly increasing. Proficiency in Business English is no longer just an advantage but a mandatory competency for successful integration into the global economic space. However, traditional methods of teaching foreign languages, based on textbook dialogues and adapted audio recordings, often fail to prepare students for real-world communication challenges. They may lack the spontaneity, diverse accents, and current terminology found in modern business environments. This necessitates the search for new, effective multimedia tools [3]. One such tool is the TED Talks platform, which offers unique opportunities for developing communicative competence in a professional context [2].

The relevance of using TED Talks lies in the authenticity of the material. Unlike educational videos scripted for learners, TED Talks feature real professionals—economists, entrepreneurs, CEOs, and innovators—sharing their ideas with a live audience. For students of International Economic Relations, this provides a dual benefit: improving language skills while simultaneously acquiring professional knowledge in economics, management, and global trends [2].

Firstly, TED Talks are an invaluable resource for developing listening comprehension skills. In real international negotiations, an economist encounters various varieties of English (World Englishes). TED speakers come from diverse linguistic backgrounds, exposing students to a wide range of accents, speech rates, and intonation patterns. Research confirms that regular exposure to such authentic content significantly improves students' ability to understand non-native English speakers, which is crucial for international business communication [1]. Furthermore, the cognitive load provided by these talks encourages "active listening," where students must not only decode sounds but also synthesize complex economic arguments in real-time.

Secondly, the platform serves as a dynamic source of modern business vocabulary. Textbooks often lag behind the rapidly changing reality of the business world. TED Talks, on the other hand, cover cutting-edge topics such as cryptocurrency, artificial intelligence in finance, circular economy, and sustainable development [3]. By working with these videos, students learn professional terminology in context, which aids in better retention

and correct usage. The availability of interactive transcripts allows for a detailed corpus-based analysis of the text. Students can isolate specific business collocations, observe the use of the passive voice in formal reports, and identify transitions used to link complex financial data [2]. This visual reinforcement helps bridge the gap between auditory perception and grammatical precision.

Thirdly, TED Talks can be used to master the art of public speaking and presentation. For a future specialist in international relations, the ability to present a project or an idea persuasively is essential. By analyzing the performances of top speakers, students can observe effective rhetorical strategies, body language, and slide design. They learn how successful leaders use "power poses" and strategic pauses to emphasize key economic points. They learn how to structure a speech, hook the audience's attention, and use storytelling techniques to make economic data more engaging [2]. This immersive experience reduces "foreign language anxiety" by providing students with successful models of professional behavior to emulate.

To maximize the effectiveness of this multimedia tool, a systematic approach is recommended. It may include three stages [1]:

1. **Pre-watching:** Studying key vocabulary and discussing the topic to activate prior knowledge.
2. **While-watching:** Active listening tasks, such as noting down main arguments, specific figures, or answering comprehension questions.
3. **Post-watching:** Discussions, role-plays based on the video, or creating a summary. For example, students can be asked to act as opponents to the speaker's idea or to apply the suggested economic solution to the context of their own country.

In conclusion, the integration of TED Talks into the learning process is a powerful method for enhancing professional foreign language competence. It bridges the gap between the classroom and the real business world, providing students with authentic linguistic input and professional insights. The use of such multimedia resources not only improves listening and speaking skills but also fosters critical thinking and professional confidence.

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AI TOOLS AND ATTORNEY-CLIENT PRIVILEGE: RISKS TO CONFIDENTIALITY IN LEGAL PRACTICE

One of the most important safeguards in the legal field is attorney-client privilege, which protects private conversations between attorneys and their clients when those conversations take place in order to receive or give legal advice. Knowing that their disclosures won't be used against them in court or made public without their permission, this doctrine encourages clients to be candid and open when sharing information. However, upholding this confidentiality in routine legal practice has become much more difficult due to the quick integration of artificial intelligence tools, particularly generative AI systems and related platforms.

The main risk stems from how many generative AI tools process user inputs. When lawyers input client-specific details such as case facts, privileged documents, strategic discussions, or sensitive communications into these systems to produce summaries, draft documents, perform research, or evaluate scenarios, that information is typically sent to third-party servers controlled by the AI provider [2]. This occurs either directly through

prompts containing confidential data or by granting the system access to internal files holding sensitive information. For instance, a lawyer drafting a customized contract template might enter specific client details to generate a tailored output or allow the AI to pull from confidential internal documents to inform the draft [4].

Such transmission represents an inadvertent disclosure to an external entity, which, under conventional rules of privilege, frequently leads to a waiver of protection. Moreover, many platforms repurpose user inputs for purposes like model training, refinement, or safety monitoring, effectively destroying any reasonable expectation of confidentiality. While this concern is not unique to generative AI, it arises with various cloud-based services, the combination of data transmission to unregulated third parties and the common practice of using inputs for ongoing AI improvement heightens the danger of losing attorney-client privilege or other confidentiality safeguards in legal practice.

These risks are highlighted by recent ethics rulings and recommendations from bar associations in various jurisdictions, including official declarations made in 2025. For example, authorities have stressed that attorneys should refrain from entering private client data into generative AI systems that do not have strong security and data retention measures. Model Rule 1.6, which mandates reasonable efforts to prevent unauthorized disclosure of client information, may be broken if inputs are shared with third parties, kept indefinitely, or used for model enhancement. Discussions and cases provide real-world examples of instances where negligent use of public resources has revealed privileged information, posing a risk of both waiver and professional conduct standards violations pertaining to competence, diligence, and oversight of third-party services.

Distinctions between consumer-grade and professional-grade AI tools are critical in this context. Free or general-purpose versions of platforms often default to data-sharing and training practices that make them unsuitable for privileged work, as they lack zero-retention guarantees or enforceable confidentiality commitments. In contrast, enterprise or legal-specific AI solutions, designed with features such as data isolation, audit trails, SOC 2 compliance, and explicit prohibitions on using client inputs for training offer stronger safeguards. Even with these tools, lawyers bear responsibility for verifying

configurations, understanding terms of service, and ensuring compatibility with privilege requirements. Failure to do so can still lead to exposure if misconfigurations occur or if the provider's policies change.

Beyond direct disclosure risks, generative AI introduces additional threats through phenomena like hallucinations, where systems generate inaccurate or fabricated content, potentially incorporating or revealing confidential details in unintended ways. When privileged information becomes part of a model's training data, it may resurface in responses to unrelated queries from other users, amplifying the breach potential. Privileges are disfavored carve-outs from the truth-seeking function; courts recognize them only where secrecy is necessary to sustain a socially vital human relationship [3]. Furthermore, as clients increasingly adopt their own AI tools for note-taking, transcription, or summarization during meetings with counsel, lawyers face secondary risks: they must advise clients of the disadvantages, including loss of control over data storage and potential discoverability in litigation, while obtaining informed consent if such tools are involved.

Lawyers and law firms should implement strict best practices to maintain privilege in the face of these developments. This includes putting in place company-wide guidelines that forbid using open AI platforms for any kind of work involving privileged or confidential data. The terms of use, data handling procedures, security certifications, and breach notification procedures of AI providers must all be carefully examined by attorneys. When testing or using less secure tools, anonymizing information before input, either by eliminating identifiable details or by using hypothetical scenarios is a crucial precaution. It is advisable to retain human oversight and seek the advice of IT or cybersecurity specialists to ensure adherence to ethical obligations. All AI-generated outputs must be carefully reviewed, verified, and edited to ensure accuracy and safeguard client interests.

Transparency with clients remains equally important. Lawyers should discuss their intended use of AI, explain associated risks and benefits, and obtain informed consent where appropriate, especially if the technology might affect confidentiality. In some circumstances, declining to use AI or advising against client-side adoption may be the

most prudent course to avoid tactical disadvantages in litigation, such as preserved recordings becoming discoverable or providing ammunition to opponents [1].

Ultimately, while generative AI promises transformative efficiency in legal research, drafting, and analysis, its benefits must never come at the expense of core ethical duties. The privilege doctrine, though centuries old, but courts and regulators consistently prioritize confidentiality. By prioritizing secure, purpose-built tools, implementing strict governance, and exercising ongoing diligence, legal practitioners can harness AI's advantages without jeopardizing the trust and protections that define the attorney-client relationship.

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AI AS AN AUXILIARY FACTOR IN THE DEVELOPMENT OF TODAY'S ACADEMIC MOBILITY

In order to attain high performance in higher education and science at the international level, academic mobility is of strategic importance in the modern era. In a period of rapid technological advancement and globalization, the importance of academic mobility is gaining more and more importance. Today, artificial intelligence is emerging as a catalyst capable of fully realizing the potential of academic mobility – a potential that can overcome the obstacles of linguistics, administration, finance, culture, etc., and provide an easy path for an international academic career for millions of people.

The rapid advancement of academic mobility is a result of the fact that higher education institutions are offering an ever-increasing number of exchange programs, dual degree programs, and virtual initiatives, not only for the attainment of knowledge and skills but also for the attainment of prestige for the institution as well as the country as a whole.

According to the statistics provided by the Erasmusplus program for the year 2024, it is stated that the world recorded a record number of internationally mobile students, totaling 6.9 million students (1,2). From this statistic, it is projected that the number of students is bound to increase to over 10 million students by the year 2030 (3). Ukraine has also been an active player: within the context of the 2023 International Credit Mobility competition alone, 2,425 projects involving Ukrainian organizations have been selected, including 1,140 mobilities for Ukrainian staff to the EU (1).

It is also worth mentioning the main sending and receiving countries based on the data provided by UNESCO, IOM, and OECD for 2024. The main country in the list of the largest student-receiving countries is the United States (over 833,000 students), followed by the United Kingdom (approximately 601,000 students), Australia

(approximately 378,000 students), Germany (over 376,000 students), and Canada (approximately 318,000 students). The main sending countries in the list of the largest number of students studying abroad are: China (over 1 million students), India (over 622,000 students), Uzbekistan (150,000 students), Vietnam (134,000 students), and Germany (126,000 students) (2,4,5,6).

Thus, it is quite evident from the analytical data provided that there was a significant growth in academic mobility flows. This, in turn, brings new challenges for students, academic institutions, and governments across the world: the need for efficient and effective document processing, ease of communication across cultures, program selection, application processes, and adaptation to new environments.

It is these challenges that AI solutions help address by providing solutions that enable efficient and complex process automation, personalization of learning and counseling processes, better understanding of provided information through official academic websites, and round-the-clock support services. It becomes an assistant that accompanies and helps students through their entire academic enrollment process by assisting in preparing and submitting all required documents and selecting academic programs and institutions of their choice. It has also enabled a new form of academic mobility: "Virtual Academic Mobility," enabling students to gain access to academic courses from top-ranked institutions across the world through AI-personalized platforms such as Coursera, edX, and FutureLearn from their home country itself. This becomes particularly important for those who are either from disadvantaged financial backgrounds or from countries facing security threats and instabilities.

Nevertheless, in spite of all the advantages, there are considerable risks to be taken into consideration in the context of the role of AI as a facilitating factor in the development of academic mobility. The main risks associated with the application of AI in the technological development of science and education include the risks to the protection of personal data, academic dishonesty, plagiarism, the ability to work independently with information, and digital inequality.

This way, therefore, it is evident that with the existing number of international students around the world nearing the 7 million-mark, AI and its tools are actually

becoming an integral part of the international educational landscape – not only for the international students themselves but also for the universities and the regulators at the national levels (2). While AI helps to overcome the bureaucratic problems related to the international educational process, it at the same time also leads to the emergence of more complicated problems in the educational process itself. Therefore, the major challenge in the present context is not to introduce AI but to introduce it in such a manner that it actually becomes a tool for equal opportunities and does not become another barrier in the way of those who are already at a disadvantage.

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DEVELOPING SOFT AND TECH SKILLS FOR 21ST-CENTURY INTERNATIONAL LEGAL PRACTICE: EDUCATIONAL CHALLENGES IN THE ERA OF DIGITAL TRANSFORMATION

In today's globalized world, the work of an international lawyer is changing quite fast. I can see that legal practice is not only about laws and regulations anymore. Modern lawyers often work in international teams. They communicate with clients from different countries, take part in online meetings, and use digital tools almost every day. Because of this, future lawyers need more than just strong legal knowledge. They also need well-developed soft skills and basic tech skills. I think legal education should react to these changes and prepare students for real work, not only for exams [1].

Soft skills are very important in international legal practice. Communication skills matter because lawyers work with foreign clients, international organizations, and partners from other legal systems. In my opinion, it is not always easy to explain legal issues in simple words, but this skill helps to avoid many misunderstandings. Negotiation skills are also important, as many disputes are solved through dialogue, not in court [2]. I also think that intercultural competence is necessary. Different traditions and ways of communication can sometimes cause problems, so lawyers need to understand these differences.

Teamwork and emotional intelligence are becoming more important as well. In real legal practice, cases are usually handled by a team, not by one person. From my experience as a student, working in a group is sometimes difficult, but it teaches responsibility and respect for other opinions. Emotional intelligence helps lawyers deal with stress and communicate with clients in difficult situations. This is why I believe universities should give students more chances to work in groups, take part in role-plays, and practice real-life scenarios [3].

Tech skills are now a normal part of legal competence. Digital transformation has changed how lawyers work with information. Today, legal professionals use online databases, electronic documents, and different platforms for communication. I think basic digital literacy is already a must for future lawyers. Students should know how to find legal information online, check sources, work with digital files, and protect personal data

[1].

AI tools are also used in legal work, especially for research and document analysis. These tools can save time, and this is helpful in practice. At the same time, they are not perfect. Sometimes AI gives incorrect or biased information. There are also risks connected with data protection and cybersecurity. Therefore, future lawyers should understand not only how to use digital tools and their limitations [4], but also when not to rely on them. In my view, legal education should include at least basic knowledge about cybersecurity and ethical issues related to AI.

Foreign language education plays an important role in professional training. English is widely used in international law and business communication. Foreign language classes help students develop confidence in professional communication, including presentations, discussions, and negotiations on legal topics.

Foreign language learning often involves digital platforms, which also helps students improve their technical skills. When legal topics are integrated into language learning, students better understand their practical relevance.

Digital transformation also creates challenges for legal education. University programs do not always adapt quickly enough to modern requirements. Not all programs include digital competencies as a key element of legal training. Another issue is that some teachers may lack sufficient digital skills. Universities should support educators through training and regularly update curricula [1].

There is also a problem of academic integrity. Many students use AI tools in their studies, and sometimes it is difficult to determine where assistance ends and dishonest work begins. Students should be taught how to use such tools responsibly, without replacing their own thinking [4].

To sum up, soft skills and tech skills are essential for successful international legal practice today. A modern lawyer should combine legal knowledge with communication skills, intercultural competence, digital literacy, and ethical responsibility. Legal education must evolve to include more practical tasks, digital tools, and language training in order to prepare students for real professional challenges [2].

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GAMIFICATION AS A MEANS OF INCREASING MOTIVATION IN THE PROCESS OF LEARNING ENGLISH

Gamification is a fairly modern tool among contemporary students of various ages, grades or educational programs. It is advisable to prioritize this method in learning the English language. Modern teaching methods include different types of interactive lessons that encourage and motivate young people to learn foreign languages. In the context of the present day, particularly in the information age, methods of understanding information are changing. If our modern life has focused on informational technologies, why students should limit themselves on using gaming methods of education [10].

Gamification motivates students who want to learn English. Games become not only a tool of concentration, but also a goal to strive toward [9]. This method covers the following aspects:

1. clarity through interactivity - students perceive new material when they interact with the exercise, and understand it through associations;
2. the desire to compete - competition motivates to achieve and learn new

information, and also it awakens the desire to become more fluent in using language;

3. awareness of difficulty in learning - gamification helps students recognize the difference between aspects they have mastered and those that require improvement. It is also a valuable tool for teachers and lecturers, as it helps assess students' knowledge and address unknown or challenging aspects;
4. quick reinforcement - games are not only a tool for rapid mastery of material, but also as a reminder for both difficult and familiar topics [6].

Through gaming exercises motivation for regular study increases and lessons become more interactive and engaging. Students tend to study more consistently, because their understanding of the material grows over time. They also start to develop strong vocabulary skills through creative and unconventional tasks. Students can focus on the materials without pressure, thanks to the informal and creative environment [6].

There are different forms of gamification both individual or group. The purpose of the study described below was to examine how the skills of students of higher education institutions would change if they used interactive programs like Duolingo, Ewa, English Dom, etc. Forty students with a comparable level of English took part in the experiment. The first twenty formed the control group, studying according to the standard program, while the remaining twenty followed the same program but also used interactive applications and platforms. The study lasted one year. The results showed that the experimental group demonstrated a significantly greater improvement than the control group. Students who used interactive applications also reported a notable increase in motivation for language learning. The findings confirmed the benefits of using game-based methods in learning English [9].

Grammar is considered the most boring and challenging part of English by the majority of students. In today's educational context teachers and lecturers should consider gamification as an effective way to explain grammar rules. This data was collected through observation, interviews, and documentation, and then synthesized into a general overview of the methodology. Twenty-three students and a teacher participated in the study. The results of the study revealed positive and negative feedback regarding

gamification as a method of learning grammar. Students demonstrated greater motivation and activity; however, some experienced discomfort when transitioning from traditional learning to game-based approaches. Overall, gamification can introduce more engaging elements into the study of grammar, and the findings have methodological value for teachers, since they suggest it is entirely feasible to design original games to enhance students' perception of information [10].

The basic gamification techniques include the following:

1. Points system - students receive points for completing tasks, which stimulates more frequent participation and enables them to track their own progress [2].
2. Levels and progression – students advance through levels when they successfully complete tasks. This creates a sense of achievement and a desire to complete more difficult tasks [5].
3. Leaderboards – these display top participants by achievements and encourage students to compete [4].
4. Tasks and quests - designed as game missions and challenges, which help engage students and turn learning into an active process [6].

This approach helps to quickly correct behavior and improve skills by providing immediate feedback. However, it is not only the mechanics of the game that stimulate a student's desire to learn. Gamification also incorporates a system of rewards, which are divided into the following types:

1. Points - emphasize progress and achievements.
2. Badges - symbols of achievement that motivate to take on new tasks [1].
3. Virtual resources - used for additional opportunities, through the completion of certain tasks or progress.
4. Level or status - reflect the level of awareness.
5. Social rewards - public recognition and praise significantly increase motivation and a sense of belonging [5].

Rewards stimulate deep engagement and encourage on going participation and skill development.

Gamification reduces stress during learning and increases student engagement.

Using games helps develop teamwork skills, communication skills, and critical thinking [6].

The most popular gamification platforms are the following:

1. Kahoot – a platform used to conduct interactive quizzes in the classroom. Students answer questions through their devices, and results are displayed in a real-time ranking that creates a competitive atmosphere. This platform helps increase students' concentration and active participation in the learning process [7].

2. Quizizz - an interactive learning platform that allows students to complete quizzes at their own pace and receive immediate feedback. It features scoring, rankings, and humorous elements that increase student engagement. Research has shown that using Quizizz can improve test results and strengthen motivation [8].

3. Classcraft - a role-playing educational game in which students create characters and gain experience by completing tasks. Such role-playing mechanics help students develop collaboration skills and improve learning outcomes [3].

The age of the student is an important factor that affects the effectiveness of using gamification in educational processes. Younger students usually respond positively to this approach, since games are natural part of how they explore and learn about the world [2].

For adolescents and university students game mechanics can also be effective, but the level of task difficulty and the presence of achievement elements, such as levels, status, points, and rewards, play a particularly important role [5]. Studies have shown that adult learners generally respond positively to gamification, but only when it is aligned with real learning goals and practical tasks, rather than being used for entertainment.[3]

The use of gamification in the educational process is an effective tool for increasing motivation, engaging students, and improving academic performance. Game elements contribute to the creation of an interactive environment that positively influences the educational process and stimulates students' active participation [2].

At the same time the effectiveness of game-based learning is closely related to age and motivation making it essential to design teaching methodology carefully, with due consideration of the learner's profile [3].

Gamification is a powerful tool for teachers that can meaningfully contribute to

student success, provided that the methodology is thoughtfully selected on the basis of relevant factors.

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CRITICAL THINKING DEVELOPMENT IN THE CONDITIONS OF DIGITALIZATION AND AI: ISSUES AND SOLUTIONS

In the current century, the capacity for critical thought has reached unprecedented levels of importance given its necessity for career longevity, particularly with the sweeping changes brought about by automation, AI, worldwide interconnectedness, and vast data sets impacting every sector. To navigate and thrive within this economy deeply reliant on information, students require competencies that extend past the usual metrics evaluated in formal education to effectively discern what data matters from what does not. Such necessary abilities encompass critical analysis applied across multiple dimensions [1;4].

The realm of critical thinking (CT) and artificial intelligence (AI) are becoming ever more interwoven within the present-day digital environment, where various AI instruments, such as those capable of generating output (e.g., ChatGPT, Google Gemini, Microsoft Copilot), have an impact across numerous facets of our existence. As these AI mechanisms advance in their capabilities, they are able to devise content, address multifaceted challenges, and propose suggestions that subsequently guide choices in sectors spanning from medical care to amusement. Nevertheless, the genuine strength inherent in AI is its capacity to enhance human proficiency, a feat that necessitates that people actively engage their CT skills. The growing use of artificial intelligence in everyday life, both in education and at work, makes it important to study its connection with critical thinking (CT). Generative AI can complete complex tasks and support research and decision-making. However, there is a real risk that people may depend on AI too much. This can weaken important human skills such as critical thinking, problem-solving, and careful analysis. Research shows a negative connection between frequent use of AI tools and CT skills because of “cognitive offloading,” when people let AI do

part of their thinking for them. This problem is especially clear among young people, who use AI more often and usually show lower CT results. In addition, there are ethical risks, such as false information created by AI, bias in algorithms, cheating in education, problems with privacy, and a lack of transparency. All these issues can make people trust AI too much and think less critically. Therefore, teachers, policymakers, and technology designers need to support a balanced use of AI that strengthens, not replaces, human thinking [3].

Several reviews and meta-analyses published between 2022 and 2025 studied how generative AI, especially ChatGPT, influences critical thinking. One large meta-analysis of 51 studies found a moderate positive effect on higher-order thinking skills, mainly in STEM subjects, when ChatGPT was used as an “intelligent tutor.” It can help students organize complex tasks, reflect on their ideas, and see different points of view. It is also useful for guiding students through learning steps that support analysis, evaluation, and creativity. However, the results were not strong for all learners, and more research is needed. ChatGPT is very good at summarizing and explaining existing information, but it is less effective at creating new ideas without human guidance. If students depend on AI too much for creative or analytical tasks, their thinking may become shallow. The best learning results appear when AI is used with clear teaching support and in problem-based activities over several weeks.

Using artificial intelligence in education creates an important challenge: finding the right balance between using its benefits and developing students’ critical thinking skills. It is very important to avoid situations where too much dependence on AI reduces students’ ability to solve problems independently, make conclusions, and analyze information critically. Personalized learning with AI should support students’ own thinking processes instead of replacing them.

AI can be very helpful in education because it reduces routine work and saves time. However, it should not take away the space students need to think deeply, ask questions, and form their own opinions. Learners must still have opportunities to reflect, discuss, and make decisions by themselves. At the same time, education should focus on helping students understand how they think and learn. Developing learning strategies, self-

control, and responsibility for one's own learning is especially important in the digital age.

The role of the teacher is also changing. Teachers are no longer only providers of information, but facilitators who guide students in using AI tools in a thoughtful way. They should include AI in discussions, ask guiding and reflective questions, and design tasks that encourage deep and critical thinking. In addition, the use of AI in education should consider that students learn in different ways and have different skill levels. AI can help personalize learning, but it must be used carefully so that it supports each student's personal learning path. Only through careful and balanced use of AI together with traditional teaching methods can education support the strong and healthy development of students' critical thinking skills. The integration of artificial intelligence (AI) into education creates both opportunities and challenges for developing critical thinking. AI tools have many benefits because they can personalize learning, give dynamic feedback, and create interactive environments that engage students more deeply. These tools can improve critical thinking by allowing students to choose their own learning paths and participate in immersive problem-solving tasks. However, using AI in education also brings some challenges. It is important that AI systems do not reinforce biases, so learning remains fair and equal for all students. There is also a risk that students may rely too much on technology, which can reduce their intellectual independence. To address these challenges, teachers need to design teaching methods that combine AI support with opportunities for independent thinking and self-directed learning. Transparency and ethical use are also very important. Clear rules and practices should be created to make sure AI is used responsibly and that students' privacy and data are protected [2].

In conclusion, AI has the potential to greatly improve critical thinking and learning practices, but it is important to be careful about the challenges it brings. By combining AI tools with thoughtful teaching design and ethical approaches, teachers can use these technologies effectively to support and develop students' critical thinking, preparing them for the challenges of the modern world.

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CRITICAL THINKING DEVELOPMENT IN THE CONDITIONS OF DIGITALIZATION AND AI: KEY STRATEGIES

The integration of AI into teaching methods offers great opportunities for innovation, but it's important that these changes still support and improve students' critical thinking skills, ideally leading to even better outcomes. Basically, any shift towards AI-enhanced education should keep, and hopefully boost, the quality of student learning and engagement. However, figuring out which educational technologies have the biggest impact in this ever-changing landscape is tough [5], and teachers might not always see an urgent need to address this issue, often choosing to spread their efforts over time. In today's AI-driven world, it's becoming clearer that it is necessary to think carefully about what is taught and how, and adjust the methods more quickly than before [4]. The fast growth of GenAI makes it harder to decide where to start making changes in daily teaching practices, especially with all the discussions about the key skills needed in the AI age.

In higher education, Critical Thinking (CT) is essential for turning course material into specialized knowledge. By examining evidence, evaluating differing opinions, and reflecting on their thought processes, students cultivate a flexible and principled grasp of knowledge akin to that of experts. When students articulate their underlying thought processes, they can establish goals, pursue specific feedback, and engage in intentional practice to gradually improve their performance. This reflective analysis also restructures knowledge around fundamental principles instead of merely surface-level characteristics. Consequently, a well-crafted instructional program incorporates traits like open-mindedness, clear reasoning skills, guided training, and metacognitive oversight – all of which have been proven to facilitate the transfer of skills across different situations. As students' metacognitive and epistemic awareness grows, they become more skilled at

connecting evidence with claims, progressing from a beginner level to a more expert-like level of judgment. Expertise is attained when knowledge is intricately organized and consistently managed through self-monitoring and feedback, which are crucial outcomes of Critical Thinking (CT) [1].

In general terms, the significance of Critical Thinking (CT) within higher education can be encapsulated as follows:

- It serves as a fundamental objective of higher education, exerting considerable societal influence. CT is defined as a primary educational aim, and its relevance has increased over time. It is essential not only for students but also for professionals and the general populace. CT is crucial for making well-informed decisions and engaging in civic activities.
- It is linked to various life outcomes, including employment, financial stability, and civic participation. There exists a strong correlation between CT competencies and improved job opportunities, better financial choices, and enhanced civic involvement. As a result, universities prioritize CT to equip graduates for intricate and swiftly evolving environments [3].
- Changes in the labor market render CT essential. The rise of automation and digitalization has caused a sustained reduction in routine tasks while increasing the demand for non-routine analytical and interpersonal roles, which require problem-solving, adaptability, and creativity—skills that are closely associated with CT. The growing focus on 'skills-based' recruitment is further embedding CT within academic programs.
- CT aids in mitigating cognitive biases and enhancing professional judgment. A recurring argument is that higher education ought to foster the capacity to assess evidence independently of pre-existing beliefs and to circumvent prevalent reasoning biases (such as belief bias and base-rate neglect), given that these biases can compromise decision-making in both everyday and professional scenarios [3].

In conclusion, it is essential to recognize that critical thinking (CT) in conjunction with AI transcends a mere software capability. By making our criteria explicit, structuring dialogue as an inquiry process, and necessitating reflection, AI evolves into a collaborator

in planning, monitoring, and analyzing, rather than serving as a mere shortcut to rapid responses. Our role as educators is crucial: we create tasks and criteria, establish standards, facilitate inquiry, and evaluate evidence to enable students to develop sound judgments. We must emphasize pedagogy and leverage AI to enhance metacognitive processes such as planning, monitoring, and analysis, rather than substituting them [2].

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POSSIBLE AI THREATS IN LEGAL PROFESSIONS REPLACEMENTS IN THE FUTURE LABOR MARKET

For a long time, people believed that some jobs could never be done by machines.

We accepted that robots could build cars in factories or sort packages in warehouses. However, it was widely believed that jobs requiring higher education — such as lawyers, doctors, or architects — would always need human thinking. Today, this belief is changing. Artificial Intelligence (AI) is developing very quickly and is having a strong impact on many areas of life, including the legal field [1, c. 15]. This topic is important because it helps us understand what might happen to the legal profession in the near future.

The purpose of this research is to explore whether AI can replace lawyers and what threats it brings to the legal job market. The main tasks are to identify which legal jobs are most at risk, to understand how AI is already changing the work of lawyers, and to think about what skills future lawyers will need to stay competitive. To do this, the study looks at different sources, including academic articles, reports from international organizations, and examples of AI tools already used in legal practice. This helps to get a clear picture of both the benefits and the dangers of AI in law.

AI is very good at working with large amounts of data. For example, when a company wants to buy another company, lawyers must check thousands of documents — contracts, emails, and financial reports. This process is called "due diligence." In the past, a team of lawyers spent weeks or months reading every document. It was slow and boring work. Today, AI programs can do the same job in just a few hours. They can scan millions of pages, find important details, and prepare summaries. This saves time and money. AI is also a master at legal research. When a lawyer has a new case, they need to find similar past cases, called precedents. AI tools can do this research in seconds. They can even predict how a judge might rule based on past decisions. AI can now write basic legal documents too. If someone needs a simple will or a contract, they can use an AI tool that asks questions and creates a document in minutes. Finally, AI is used in e-discovery. In many lawsuits, there are millions of emails and documents to check. AI can search through all of them much faster than a human.

The jobs most at risk are those that involve routine and repetitive work. Junior lawyers at big law firms usually spend their first years doing document review, basic research, and drafting contracts. These are exactly the tasks that AI does best. As a result,

law firms may not need to hire as many young lawyers. One senior lawyer using AI can now do the work that used to require a team of five or six junior staff. This is a direct threat to new graduates. Paralegals and legal assistants also face a high risk. Their job is to organize cases and manage documents. Many of these tasks can now be done by AI software. For example, AI can automatically sort digital files, create timelines, and even draft simple emails to clients. This means that the need for paralegals might decrease over time.

Another area at risk is basic legal advice. In the past, if someone had a simple legal question, they would call a lawyer. Now, there are online AI services that can answer basic questions about divorce, tenant rights, or starting a small business for a low fee or even for free. This takes away clients from lawyers who work in these areas. People choose the cheaper and faster AI option for simple matters. Even some work done by experienced lawyers is being affected. AI can analyze past cases to predict the chances of winning a lawsuit. It can suggest whether it is better to settle a case or go to trial. While the final decision still needs a human, the AI provides useful data to help make that decision.

Many people in the legal field say that AI is just a tool, like a calculator for a mathematician. They argue that a calculator did not replace mathematicians, and AI will not replace lawyers. However, this comparison might be too simple. A calculator helps with one part of math, but AI can do many parts of a lawyer's job. The biggest threat is fewer jobs. When a law firm can use AI to do the work of several people, they will not need to hire those people. This has already started to happen in some large international law firms. They invest in AI to cut costs. For a client, it is better to pay for a few hours of AI work than for weeks of a human's salary. As AI becomes cheaper, even smaller law firms will start using it.

There is also pressure on salaries. If basic work is done by AI, the value of a new lawyer goes down. Why pay a high salary to a young graduate for document review when AI can do it better and cheaper? This could lead to lower starting salaries for lawyers, or it could mean that fewer graduates are hired at all. There is also a threat to the "learning years." Young lawyers used to learn by doing basic work. They learned by reading

thousands of contracts, doing research, and watching senior lawyers. If AI takes away this basic work, how will new lawyers learn. They will miss out on the experience needed to become skilled experts. This could create a gap between senior lawyers and AI operators, with fewer experienced mid-level lawyers in between.

Finally, there is a risk that the human element is lost. The law is not just about rules. It is about people. Clients come to lawyers when they are in trouble, scared, or starting a new chapter in their lives. They need empathy, understanding, and personal connection. They need someone to explain things in a way that makes them feel safe. An AI cannot provide this human touch [4, c. 105]. It cannot hold a client's hand or understand the emotional side of a legal problem. If the profession focuses too much on efficiency and AI, it might forget this very important human part of being a lawyer.

Artificial Intelligence is not a distant future concept for the legal profession; it is happening now. It is already changing how legal work is done, from document review to legal research. This change brings benefits: it makes legal services faster, cheaper, and more accessible. It can help lawyers work more efficiently. However, it also brings serious threats. The most obvious threat is the potential loss of jobs, especially for new lawyers and paralegals. The structure of law firms might change, with fewer people needed to do the same amount of work. The path to becoming an expert lawyer could become more difficult without the foundational years of basic practice. There is also the risk that the legal profession could lose some of its humanity in a rush to adopt new technology.

Artificial intelligence is unlikely to completely replace lawyers, at least not in the near future. However, it may replace those lawyers who are unwilling to adapt to technological change. The legal profession is expected to look quite different in the future, with lawyers working closely alongside AI systems. Successful lawyers of the next generation will not be those who can simply review the most documents, but those who know how to use AI tools effectively, understand the results, and provide advice that technology cannot offer. Human qualities such as critical thinking, good judgment, and strong relationships with clients will remain essential. While the risks of automation are real, they also push the legal field to evolve. Future professionals must be ready to learn

new skills to stay competitive and succeed. Further research could focus on how law schools can prepare students for this new reality and what ethical rules are needed for using AI in court.

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THE ROLE OF A FOREIGN LANGUAGE IN THE PROFESSIONAL DEVELOPMENT OF STUDENTS IN THE CONDITIONS OF DIGITAL LEARNING

The relevance of the study is due to the fact that the modern world is characterized by a high level of globalization and digitalization, which directly affects the professional activities of future specialists [1]. A foreign language ceases to be just an academic discipline and turns into a tool for professional communication, access to international knowledge, and integration into the global professional space. Students who speak foreign languages have more opportunities for career growth, international cooperation, and professional mobility [2]. This is especially true in the conditions of digital learning, when access to information and educational resources has become much wider [3]. Online platforms, distance courses, and multimedia technologies open up new opportunities for the development of communicative competences, but require scientific analysis of their effectiveness and impact on the professional development of students [4]. The importance of the topic is also explained by the fact that the modern labor market requires specialists not only professional knowledge, but also the ability to work with information in different languages, which increases their competitiveness [5].

The purpose of the study is to analyze the role of a foreign language in the professional development of students in the conditions of digital learning and to identify the main opportunities and challenges that arise in the process of foreign language training. To achieve the goal, the following tasks were set: to investigate the impact of digital technologies on the process of learning foreign languages [4]; to determine the role of foreign language competence in the professional development of students [2]; to analyze the possibilities of using online resources to develop communication skills [3]; and to identify the main problems of digital learning and ways to overcome them [5].

The research methodology is based on the analysis of scientific sources, generalization of pedagogical experience, and application of a systematic approach. Methods of theoretical analysis, comparison, and generalization were employed, which enabled the determination of the main trends in the development of foreign language training under the conditions of digital education. The study materials included scientific

articles, analytical reports, and experience in using digital technologies in the educational process [3]. Particular attention is paid to the competency-based approach, which emphasizes the practical orientation of education and the development of skills necessary for professional activity [2]. The study also draws on modern concepts of digital education, which define new approaches to learning and the formation of professional competencies.

The results of the study show that digital technologies are significantly changing approaches to learning foreign languages [4]. Online platforms provide access to authentic materials, interactive tasks, and opportunities for communication with native speakers. This contributes to the development of language skills and increased motivation of students. At the same time, digital learning requires students to be more independent and able to organize the learning process. An important aspect is the development of information literacy, as students must be able to analyze sources of information and critically assess their reliability. In professional activity, this is a necessary condition for making informed decisions and working effectively with information.

A foreign language plays a key role in the professional development of students, as it provides access to international knowledge and professional resources [2]. In the modern world, many scientific studies, technical documentation, and professional literature are published in foreign languages, which makes their knowledge necessary for specialists in various fields. In addition, mastering a foreign language contributes to the development of communication skills, which are an important component of professional competence. The ability to conduct business correspondence, present ideas, and participate in international projects increases the professional level of students and opens up new opportunities for career growth [3].

The digitalization of education creates new opportunities for foreign language training, but at the same time, it creates certain challenges [1]. One of them is the need to develop self-study skills, since distance forms of education require the student to take greater responsibility for their own educational process. In addition, the issue of motivation is important, since the lack of direct contact with the teacher can reduce interest in learning. To overcome these problems, it is necessary to use interactive

teaching methods that promote active participation of students in the educational process [4].

The findings of the study confirm that a foreign language is an important tool for the professional development of students [5]. Digitalization of education creates new opportunities for the formation of foreign language competence, but requires the improvement of teaching methods and the integration of modern technologies into the educational process. An important task is the combination of traditional and digital approaches, which will ensure high-quality training of students. The prospects for further scientific research lie in studying the effectiveness of digital tools and developing new pedagogical methods aimed at the development of professional competencies [4].

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ADAPTIVE CONTENT GENERATION IN EMI: IMPLEMENTING AI-DRIVEN PERSONALIZED READING AND SPEAKING TASKS TAILORED TO INTERNATIONAL POLITICAL CONTEXTS

The global expansion of English-Medium Instruction [1] (hereinafter EMI) represents a significant paradigm shift in higher education, transitioning from a purely linguistic strategy to a fundamental restructuring of disciplinary knowledge access. In international law and political science, EMI serves as a primary mechanism for fostering cross-cultural awareness and equipping graduates with the linguistic capital required for global diplomacy. However, the model faces persistent challenges due to the diverse linguistic proficiency levels within student cohorts. The integration of adaptive AI is increasingly proposed to mitigate these "technical language hurdles" by providing real-time, individualized instructional support.

From a normative perspective, these technologies must be grounded in the protection of linguistic and cultural rights. A rigorous legal analysis necessitates reference to the European Convention on Human Rights (hereinafter ECHR) and the jurisprudence of the European Court of Human Rights [2]. In the landmark case *Ukraine v. Russia (re Crimea)* [3], the Court identified systematic administrative practices that suppressed native-language education, violating Article 2 of Protocol No. 1. While the Court did not rule directly on digital technologies, its decision on the state's responsibility to protect linguistic rights establishes a normative precedent that must now be extended to ensure algorithmic neutrality in educational technologies. This legal duty requires that automated tools do not become instruments of cultural marginalization or inadvertent linguistic erasure.

The deployment of AI in EMI must be scrutinized under emerging regulatory frameworks, most notably the EU AI Act [12].

Under Annex III, Section 3 of the Act, AI systems in education are classified based on their potential impact on fundamental rights. It is critical to distinguish that while most adaptive tools for language practice are generally considered "limited-risk," AI systems are classified as "High-Risk" specifically when they determine access to education (admissions) or are used to evaluate learning outcomes (grading and assessment) [6].

Because adaptive EMI tools often steer the learning process and influence performance data, they fall under heightened scrutiny regarding algorithmic bias [4]. Legal compliance requires institutions to ensure that the individualization of the educational experience does not lead to automated discrimination based on a student's ethnic or linguistic profile. Furthermore, contemporary legal scholarship argues for the emergence of a "right to digital literacy" grounded in European law, which imposes enforceable duties on educational actors to ensure transparency and human oversight in all automated interactions.

The technological efficacy of personalized learning in EMI relies on the synergy of Machine Learning and Natural Language Processing (NLP) [7].

For students of international relations, Large Language Models (LLMs) facilitate engagement with multi-layered socio-political texts by providing dynamic scaffolding, such as context-aware summaries. However, a critical analysis reveals that these systems are subject to significant interpretive risks. LLMs are prone to "hallucinations" generating plausible but factually fabricated content with research indicating that proprietary legal AI tools can hallucinate citations and statutes at rates between 17% and 33% [11].

A notable example is the US federal case *Johnson v. Dunn*, where attorneys were sanctioned for submitting motions containing entirely fictitious legal authorities generated by an LLM [11].

Furthermore, while AI can replicate formulaic sequences of diplomatic politeness, it lacks the "strategic empathy" required for sociopragmatic engagement. Sentiment analysis tools frequently exhibit cultural bias; for instance, models often fail to detect irony or sarcasm in non-Western diplomatic contexts.

Recent studies demonstrate that LLMs respond with an "independent" social orientation when prompted in English, but shift to an "interdependent" orientation when prompted in Chinese, reflecting the deep-seated cultural patterns of their training data [13]. Consequently, AI should be viewed as a tool for cognitive augmentation a co-pilot mechanism that necessitates constant human validation to avoid the uncritical reproduction of dominant narratives [9].

Leading institutions have begun integrating AI into specialized diplomatic training.

For instance, the Geneva Graduate Institute, through its Tech Hub, has implemented the "AI Negotiation Challenge" [8].

In this simulation, students representing various stakeholders leverage AI assistants to map stakeholder positions and model sustainable compromises during fictive international crises, such as irregular migration in the Mediterranean. This provides hands-on exposure to both the analytical potential and the algorithmic manipulation risks inherent in multilateral negotiations.

Despite these advantages, pedagogical over-reliance on AI poses risks to student development. Excessive scaffolding may lead to the erosion of critical thinking, where students become dependent on simplified summaries rather than engaging with original, complex legal texts [4].

This "cognitive offloading" can result in skill atrophy, hindering the development of the very foundational reasoning skills the EMI program aims to cultivate. Moreover, the "digital divide" may be exacerbated if advanced, proprietary AI tools remain accessible only to well-funded institutions in the Global North, further marginalizing students in resource-constrained environments [7].

The widespread adoption of AI in higher education raises acute concerns regarding digital sovereignty. Most EMI programs currently rely on proprietary models controlled by a few major technology corporations, creating a systemic dependency. As argued by Zuboff (2019), this reliance risks the erosion of user autonomy as educational standards become tethered to opaque, commercial algorithms [10]. To mitigate these risks, the UNESCO 2021 Recommendation on the Ethics of Artificial Intelligence provides a necessary framework for transparency and accountability [6]. Institutions must prioritize "AI literacy", teaching students to critically evaluate AI-generated content rather than accepting it as an objective authority [9]. Ethical governance must ensure that AI remains a facilitator of human-centric values, promoting autonomy and respect for cultural diversity while safeguarding the privacy of sensitive student data as required by the GDPR [5].

The implementation of adaptive AI in EMI marks a transition toward more responsive educational models, yet its success is contingent upon balancing technological

efficiency with legal and ethical safeguards. By aligning technological affordances with the standards of the ECHR and the EU AI Act, universities can foster an inclusive environment that prepares graduates for a "hybrid reality" where human intuition and machine analytics intersect. Ultimately, AI integration must remain firmly rooted in human-centric values, ensuring that technology serves to amplify, rather than replace, human expertise in the complex landscape of international relations.

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DEVELOPMENT OF CRITICAL THINKING IN THE CONTEXT OF DIGITALIZATION AND ARTIFICIAL INTELLIGENCE

The rapid expansion of digital technologies and artificial intelligence significantly reshapes contemporary cognitive, educational, and social environments. The present study explores how critical thinking evolves under conditions of algorithm-driven information systems and automated content production. Particular attention is devoted to the risks associated with information overload, cognitive dependency, and digital manipulation. The paper argues that in the digital era critical thinking must incorporate digital literacy, algorithmic awareness, and reflective reasoning. The study emphasizes the decisive role of education in fostering intellectual autonomy and strengthening societal resilience in a technologically mediated world [1].

Contemporary society is undergoing profound structural changes caused by the

widespread integration of digital technologies into everyday life. Information circulates at unprecedented speed, and artificial intelligence systems increasingly participate in the production, organization, and interpretation of knowledge. These processes alter traditional patterns of communication, decision-making, and learning.

Within this environment, critical thinking acquires renewed significance. It becomes not merely an academic skill but a fundamental competence necessary for navigating complex informational landscapes. While digital tools broaden access to knowledge, they also create new vulnerabilities, including the spread of misinformation, algorithmic personalization, and subtle forms of cognitive influence. The ability to independently assess, interpret, and verify information is therefore central to preserving intellectual autonomy.

The purpose of this study is to analyze the transformation of critical thinking in the era of digitalization and artificial intelligence and to identify educational and societal mechanisms that support its development.

Digitalization affects not only economic or technological systems but also cognitive habits and patterns of perception. Online platforms structure information flows through automated filtering and personalization mechanisms. As a result, individuals are often exposed to selective content aligned with prior preferences and behavioral data [2].

Such personalization may limit exposure to diverse viewpoints and encourage simplified interpretations of complex issues. The rapid consumption of fragmented content can weaken sustained attention and analytical depth. Over time, reliance on digital tools may reduce engagement with reflective reasoning.

However, digital environments also provide unprecedented access to global knowledge resources, enabling comparative analysis and interdisciplinary research. The key challenge lies in transforming digital abundance into meaningful understanding rather than passive consumption.

Critical thinking in this context requires conscious engagement with information rather than automatic acceptance of readily available content.

Artificial intelligence systems increasingly assist in generating texts, summarizing information, translating materials, and supporting analytical tasks. These technologies

enhance efficiency and expand research capabilities. Nevertheless, they operate on pattern recognition and probabilistic modeling rather than conscious reasoning.

As a consequence, automated outputs may contain biases embedded within training data or produce logically coherent but factually inaccurate statements. Users may develop excessive trust in system-generated responses, especially when such outputs appear authoritative [3].

This phenomenon raises the issue of cognitive dependency, whereby individuals delegate evaluative functions to digital systems. When analytical judgment is replaced by algorithmic assistance without critical reflection, intellectual autonomy becomes vulnerable.

To address this risk, critical thinking must incorporate awareness of technological limitations and the capacity to verify information independently of automated systems.

In contemporary conditions, critical thinking extends beyond logical reasoning. It includes the ability to interpret digital environments and understand how information is structured and presented.

Information literacy enables individuals to assess the credibility of sources and differentiate empirical evidence from opinion. Media literacy strengthens the capacity to recognize persuasive strategies and manipulative narratives. Algorithmic awareness fosters understanding of how recommendation systems shape exposure to content. Reflective thinking supports examination of personal cognitive biases and assumptions.

Together, these components form a multidimensional competence adapted to the complexities of technologically mediated communication [3].

Educational institutions play a central role in cultivating critical thinking suitable for the digital age. Rather than prohibiting technological tools, educators should guide students in using them responsibly and analytically.

Curricula may integrate digital literacy and ethical reflection on the use of artificial intelligence. Students should be encouraged to question automated outputs, compare multiple perspectives, and engage in independent research. Collaborative discussions and problem-based learning environments can strengthen analytical depth and argumentative reasoning.

Such an approach does not oppose technological progress but seeks to harmonize human judgment with digital capabilities.

The implications of critical thinking extend beyond individual development. In contemporary political contexts, digital technologies influence public opinion, electoral processes, and international relations. Automated systems can amplify narratives, spread disinformation, or manipulate emotional responses [4].

Societies that lack critical thinking competencies are more susceptible to informational destabilization. Conversely, communities that invest in digital education and reflective reasoning enhance their resilience against cognitive manipulation.

Thus, the development of critical thinking represents not only an educational objective but also a strategic element of democratic stability and information security.

Digital transformation and the expansion of artificial intelligence redefine the informational environment in which individuals operate. While technological tools expand access to knowledge and analytical capacity, they simultaneously introduce new cognitive and ethical challenges.

Critical thinking remains essential for navigating these complexities. It must evolve into an integrative competence that combines analytical reasoning, digital literacy, algorithmic awareness, and reflective self-assessment.

By fostering critical thinking adapted to digital realities, educational systems and policy frameworks can strengthen intellectual independence and support responsible participation in an increasingly interconnected world.

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**THE ABILITY TO TRANSLATE PROFESSIONAL TEXTS HAS
TAKEN ON A NEW DIMENSION WITH THE RAPID ADOPTION
OF ADVANCED EDUCATIONAL TECHNOLOGIES**

In an era defined by digitalization and globalization, the professional preparation of future translators and specialists in international relations must evolve to meet emerging demands. Expertise in translating specialized texts in fields like law, aviation, or international politics now extends far beyond linguistic proficiency. The advent of neural networks, machine translation (MT) systems, and corpus technologies is reshaping the industry, necessitating the integration of cutting-edge educational tools into the development of translation skills. This integration aims to cultivate professionals who can effectively collaborate with artificial intelligence (AI) while maintaining a strong capacity for critical assessment [1].

Translating professional texts requires not only deep linguistic expertise but also a thorough understanding of the subject matter. In the context of digital advancements, pre-editing and post-editing of machine-translated content have become increasingly important. Modern educational tools provide a variety of solutions to facilitate these processes. For example, corpus management tools like AntConc enable students to examine term compatibility in authentic professional texts, fostering a clearer understanding of specialized legal or technical discourse [2].

An integral element in translator education involves the use of computer assisted translation (CAT) tools. Platforms such as SmartCAT, Memsource, and Trados Studio allow students to develop skills in creating translation memories (TM) and terminology databases (TB). These tools not only enhance translation efficiency but also ensure the consistency of terminology across projects or for specific clients—a crucial requirement in sectors such as aviation or international law [3].

Equally essential is the ability to critically assess outputs generated by neural machine translation systems, including DeepL, Google Translate, or GPT based models. Training programs should include modules that focus on comparing MT quality, identifying common errors in translating syntactic structures, and managing culturally specific concepts. Students must learn to distinguish between a seemingly fluent but flawed translation and one that accurately conveys the nuances and intentions of the original text [4].

Cultivating professional translation skills in conjunction with advanced educational technologies necessitates a balanced approach. By blending traditional translation methods with the effective use of digital tools, students gain both technical proficiency and intellectual versatility. Higher education should emphasize not merely technology usage but also its management—enabling students to apply analysis, editing, and creative adaptation in their work. This holistic approach ensures that graduates are well-equipped to navigate the challenges of an increasingly technology-driven and information-rich society.

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THE ROLE OF DIGITAL TECHNOLOGIES IN LEARNING ENGLISH AT UNIVERSITY

The Role of Digital Technologies in Learning English at University In the modern educational environment, digital technologies play a crucial role in the process of learning foreign languages, particularly English. The rapid development of information and communication technologies has significantly transformed the methods and tools used in higher education. Digital technologies provide new opportunities for improving the quality of education and increasing students' motivation to learn languages. Today, universities actively integrate digital platforms, online resources, and multimedia tools into the educational process in order to make language learning more effective and accessible [2].

One of the main advantages of digital technologies in learning English is the availability of various online platforms and applications. Students can use educational platforms such as Google Classroom, Moodle, and various language learning applications that allow them to practice grammar, vocabulary, listening, and speaking skills. These tools make it possible to study independently, repeat the material at any convenient time, and receive immediate feedback on completed tasks [4].

Another important aspect of digital technologies is the use of multimedia tools in the educational process. Video materials, podcasts, presentations, and interactive exercises help students better understand and remember information. Multimedia resources create a more engaging learning environment and allow teachers to present educational material in a more visual and accessible way. As a result, students become more interested in learning English and actively participate in the educational process [1].

Digital technologies also contribute to the development of communication skills. Modern communication platforms such as Zoom, Microsoft Teams, and other online

services enable students to participate in virtual discussions, group projects, and online presentations. Such activities improve students' speaking and listening skills and help them overcome language barriers. Moreover, digital communication tools allow students to interact with people from different countries, which significantly enhances their intercultural competence [3].

Despite the numerous advantages of digital technologies, certain challenges still exist. Not all students have equal access to modern technological resources or stable Internet connections. In addition, excessive reliance on digital tools may reduce direct interaction between teachers and students. Therefore, it is important to combine traditional teaching methods with modern technologies in order to achieve the best educational results [2].

In conclusion, digital technologies have become an essential component of learning English at university. They expand the possibilities of the educational process, increase students' motivation, and improve language skills. The effective integration of digital tools into the learning process allows universities to prepare students for successful communication and professional activity in the globalized world.

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THE ROLE OF SOCIAL NETWORKS AND ONLINE PLATFORMS IN FOREIGN LANGUAGE LEARNING

In the modern digital era, social networks and online platforms have become essential tools in foreign language education. The popularity of these tools has grown due to the rapid advancement of technology, globalization, and the increasing need for effective communication across cultures. Students, educators, and researchers are increasingly interested in understanding how digital tools can enhance language acquisition, especially in settings where classroom time is limited. This study aims to explore the role of social media and online platforms in facilitating language learning, examining how they contribute to learner engagement, communication skills, and autonomy. The analysis is particularly relevant for university students and adult learners who aim to improve their language proficiency in a flexible and interactive environment.

The first key advantage of social networks and online platforms is their ability to provide learners with authentic and interactive learning opportunities. Computer media are useful models which attract learners to use their knowledge of language easily and solve their problems. Learners increase their communication with their peers around the world instead of being limited to the classroom [1, p.1090]. These tools allow students to exchange ideas, receive immediate feedback, and participate in meaningful communication tasks, which promotes motivation and encourages self-directed learning. Moreover, the use of digital platforms enables learners to interact with diverse cultural content, thereby enhancing their intercultural awareness and practical communication competence.

Acquiring a foreign language is a particularly long process which involves interaction with peers and professors, constant feedback and feed-forward towards the next learning objective [2, p.340]. Social networks and online platforms complement this process by offering spaces for collaborative activities, such as discussion forums, shared

projects, and peer assessments. By integrating these resources into structured learning programs, educators can create an enriched environment where students develop both receptive and productive language skills. For instance, learners can practice writing texts, commenting on blogs, or participating in online debates, all while receiving guidance and corrective feedback from instructors or peers.

Additionally, social media use offers learners the opportunity to adult learners who can learn correct pronunciation-pitch, intonation, rhythm, accurately assess their fluency, reading texts, writing comments, blogs, reports, and the correct use of syntax [3, p.241]. These platforms provide exposure to authentic language input, giving students the chance to observe and imitate native speakers in context. Repeated practice with digital tools helps learners consolidate linguistic knowledge, refine pronunciation, and improve both written and oral communication skills. The interactive nature of social media also allows for adaptive learning, where learners can choose tasks according to their proficiency level and personal learning goals.

In conclusion, the integration of social networks and online platforms into foreign language education has significant implications for modern pedagogical practice. These tools expand access to authentic linguistic environments, foster collaboration, and support autonomous learning. They enable learners to develop practical communication skills in real-life contexts while providing continuous opportunities for feedback and self-assessment. From a scientific perspective, the findings suggest that the strategic use of digital platforms enhances both motivation and proficiency in language learning, bridging the gap between traditional classroom methods and modern, technology-assisted instruction. Therefore, educators are encouraged to adopt social networks and online platforms as complementary tools, designing structured activities that maximize their educational potential and contribute to successful language acquisition.

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TRANSFORMACIÓN DEL ENTORNO EDUCATIVO BAJO LA INFLUENCIA DE LA DIGITALIZACIÓN Y LA INTELIGENCIA ARTIFICIAL

En las condiciones actuales de una digitalización acelerada y de la implementación activa de tecnologías de inteligencia artificial, el entorno educativo de las universidades experimenta profundas transformaciones estructurales y funcionales. Estos cambios van mucho más allá de la mera modernización técnica del proceso de enseñanza y afectan a los fundamentos mismos de la producción, asimilación y legitimación del conocimiento. Las plataformas digitales, los sistemas algorítmicos de gestión del aprendizaje y las herramientas basadas en inteligencia artificial configuran progresivamente una nueva lógica de interacción educativa, en la cual el estudiante deja de ser un receptor pasivo de información y la universidad deja de funcionar exclusivamente como una institución de transmisión de saberes. La educación comienza a operar como un ecosistema cognitivo complejo en el que se entrelazan dimensiones tecnológicas, sociales, psicológicas e institucionales [2].

La digitalización del espacio educativo transforma la naturaleza misma del proceso de aprendizaje, modificando los modos de acceso al conocimiento y los mecanismos de su procesamiento. Las plataformas en línea, los entornos de aprendizaje adaptativos y los algoritmos de recomendación personalizados generan una percepción de acceso ilimitado a la información, al tiempo que trasladan una parte significativa de la carga cognitiva a los sistemas tecnológicos. En este modelo, el conocimiento es cada vez más percibido no como el resultado de un esfuerzo intelectual, sino como un recurso disponible de forma inmediata bajo demanda. Esta dinámica provoca un desplazamiento gradual del énfasis

en la comprensión profunda de los contenidos hacia habilidades de navegación en entornos informacionales complejos, lo que tiene consecuencias a largo plazo para el desarrollo del pensamiento crítico y la autonomía intelectual de los estudiantes [7].

La inteligencia artificial intensifica estos procesos al actuar no solo como una herramienta auxiliar del aprendizaje, sino como un mediador activo entre el estudiante y el conocimiento. Los sistemas algorítmicos analizan el comportamiento educativo, predicen resultados académicos, proponen trayectorias de aprendizaje individualizadas y automatizan los procesos de evaluación. Si bien estas tecnologías abren nuevas posibilidades para una educación flexible e inclusiva, también generan una creciente dependencia de decisiones algorítmicas opacas, cuya lógica permanece fuera del control académico directo. En este contexto, surge el riesgo de sustituir el juicio pedagógico por recomendaciones algorítmicas, lo que puede conducir a la estandarización del pensamiento y a la reducción del papel de la reflexión crítica en el proceso educativo [3].

La transformación del entorno educativo bajo la influencia de la digitalización y la inteligencia artificial afecta asimismo al papel institucional de la universidad. La universidad contemporánea tiende a funcionar cada vez más como una plataforma digital que coordina flujos de datos, contenidos educativos y comunicaciones. Este modelo de educación orientado a plataformas intensifica la competencia entre las universidades tradicionales y los servicios educativos globales, al tiempo que difumina las fronteras entre la educación formal e informal. En este contexto, la universidad deja de ser la única fuente de conocimiento legítimo, y su autoridad depende cada vez más de su capacidad para garantizar la calidad de la experiencia cognitiva, y no únicamente del acceso al contenido [1].

Estos procesos adquieren una relevancia particular en contextos de crisis, especialmente en el marco de la guerra y la educación a distancia forzada en Ucrania. En tales condiciones, las tecnologías digitales desempeñan una función estabilizadora al garantizar la continuidad del proceso educativo y el acceso al aprendizaje en situaciones de riesgo físico. Al mismo tiempo, se intensifican problemas preexistentes como la desigualdad digital, el agotamiento psicológico de estudiantes y docentes, así como los riesgos asociados a la ciberseguridad de los datos educativos. En estas circunstancias, la

universidad se configura no solo como una institución educativa, sino también como un actor social responsable de apoyar la resiliencia cognitiva y emocional de la comunidad académica [6].

En el nuevo entorno educativo digital, el rol del profesorado experimenta una transformación sustancial. Este se desplaza progresivamente de la función tradicional de transmisor de conocimientos hacia el papel de moderador, mentor y curador del proceso de aprendizaje. El docente ya no es responsable principalmente de la transferencia de información, sino de la creación de condiciones para su análisis crítico, interpretación e integración en un contexto más amplio. Ello exige una revisión profunda de los enfoques pedagógicos, el desarrollo de competencias digitales y metodológicas del profesorado, así como un respaldo institucional adecuado por parte de las universidades [4].

En consecuencia, la digitalización y la inteligencia artificial transforman el entorno educativo universitario no solo a nivel tecnológico, sino también cognitivo e institucional. La educación deja de ser exclusivamente un proceso de transmisión de conocimientos y se convierte progresivamente en un espacio de riesgos cognitivos potenciales asociados a la dependencia de algoritmos, la disminución de la autonomía intelectual y la fragmentación de la experiencia de aprendizaje. En este contexto, la tarea clave de la universidad contemporánea no consiste únicamente en integrar innovaciones digitales, sino en configurar un entorno de seguridad cognitiva capaz de preservar el pensamiento crítico, la libertad académica y los valores humanistas de la educación [5].

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CONTENIDO DIGITAL Y REDES SOCIALES DE LOS POLÍTICOS COMO UNA HERRAMIENTA PARA EL DESARROLLO DE LAS HABILIDADES DEL HABLA (EN EL DISCURSO DE JAVIER MILEI)

Javier Milei es un economista y político argentino, presidente de Argentina desde el año 2023, conocido por su retórica pública intensa y el uso muy activo de las redes sociales. Gracias a sus altos medios de comunicación, numerosas actuaciones en plataformas internacionales y la actividad en plataformas digitales, su discurso crea nuevas oportunidades para la formación profesional de estudiantes de la especialidad

«Derecho Internacional» [1].

El análisis del contenido digital de Milei permite estudiar las particularidades de combinar la retórica informal de las redes sociales y el lenguaje más formal de la política internacional, lo que facilita el aprendizaje del español con fines profesionales en un contexto dinámico. A diferencia de los textos de los manuales, el lenguaje en tiempo real del político demuestra el contexto vivo del uso de términos y su relevancia [2,3,4].

Una de las herramientas clave de inmersión lingüística es la técnica de shadowing, que consiste en repetir al mismo tiempo o con un pequeño retraso lo que dice el orador. Al ver los discursos de Javier Milei, este método permite al estudiante imitar no solo las palabras, sino también el acento, el ritmo y la entonación característica del hablante. De esta manera, los estudiantes pueden adquirir mayor seguridad al utilizar estructuras lingüísticas complejas en la comunicación real [8].

La visualización de conceptos a través de memes y videos cortos en TikTok facilita la comprensión del material y permite a los estudiantes captar más rápidamente la idea principal. El uso por parte de Milei de metáforas visuales llamativas – como la imagen del «León» o de la «motosierra» – así como contenido generado por inteligencia artificial, reduce la dificultad de percibir información en una lengua extranjera y permite concentrarse en el análisis del contenido jurídico del discurso [8, 4].

Además, el uso de herramientas de transcripción automática, basadas en inteligencia artificial y la lectura simultánea del texto durante la audición, ayudan a los estudiantes a seguir la estructura argumentativa en tiempo real. Este enfoque reduce la barrera lingüística, especialmente cuando el discurso es rápido o presenta un acento específico, como el argentino.

El análisis de la retórica de Milei demuestra un rechazo consciente de la corrección política tradicional en favor de un léxico más agresivo. El uso sistemático de epítetos como corruptos, parásitos, miserables o tiranos para referirse a sus oponentes constituye una estrategia de deslegitimación que ofrece a los estudiantes un amplio material para estudiar el vocabulario emotivo-valorativo y analizar los límites del discurso político aceptable [5,6].

El contenido digital de Javier Milei también permite observar el uso de

terminología relacionada con el derecho y la política internacional en un contexto comunicativo real. En sus discursos aparecen con frecuencia conceptos como derecho natural, soberanía o críticas al gobierno supranacional. El análisis de este tipo de léxico contribuye al desarrollo del vocabulario profesional de los estudiantes de Derecho Internacional [5].

El análisis de las publicaciones del presidente argentino en diferentes redes sociales permite a los estudiantes comparar distintos estilos de comunicación política. En el espacio mediático se utiliza con frecuencia una retórica más informal, emocional e incluso agresiva, mientras que los discursos en foros internacionales se caracterizan por un lenguaje diplomático más formalizado. Esta comparación ayuda a comprender cómo una misma idea política puede transformarse según la situación comunicativa, la audiencia y la plataforma [6,7].

Una característica destacada de la retórica de Milei es el uso de fórmulas repetitivas y consignas emocionales. Uno de los ejemplos más conocidos es la frase «¡Viva la libertad, carajo!», que se ha convertido en un elemento reconocible de su discurso político. La repetición de tales expresiones desempeña no solo una función política, sino también comunicativa, porque contribuye a la consolidación del vocabulario y los modelos de entonación en la memoria de los oyentes. Para los estudiantes que aprenden español con fines profesionales, la escucha regular de estas frases permite practicar la pronunciación, el ritmo del habla y la entonación del discurso oral.

En conclusión, la actividad digital de los políticos, y en particular de Javier Milei, puede considerarse no solo una fuente de información, sino también una herramienta eficaz para el desarrollo de competencias lingüísticas. La combinación de la técnica de shadowing con el análisis del léxico político y jurídico presente en las redes sociales contribuye a que los estudiantes de Derecho Internacional desarrollen la capacidad de comprender y reproducir narrativas complejas del discurso político contemporáneo, lo cual resulta especialmente relevante en el contexto actual de la diplomacia digital.

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**DIGITALE TECHNOLOGIEN ALS INSTRUMENT ZUR ENTWICKLUNG
VON SPRECH- UND SCHREIBFERTIGKEITEN BEIM
FREMDSPRACHENLERNEN: EIN ERFAHRUNGSBERICHT**

Der moderne Prozess des Fremdsprachenlernens, insbesondere für Studierende der Rechtswissenschaften, ist ohne den Einsatz digitaler Technologien nicht mehr vorstellbar. In einer globalisierten Welt, wo die Kommunikation zwischen verschiedenen Rechtssystemen immer wichtiger wird, spielen digitale Werkzeuge eine entscheidende Rolle. Sie helfen nicht nur dabei, Vokabeln zu lernen, sondern fördern gezielt die produktiven Fertigkeiten: Sprechen und Schreiben. Während meines Studiums an einer japanischen Universität habe ich gut verstanden, wie wichtig technologische Unterstützung ist, um komplexe und weite Inhalte in einer Fremdsprache wie Japanisch zu vermitteln.

Das Schreiben in einer Fremdsprache, insbesondere im juristischen Kontext, erfordert Präzision. Die digitalen Plattformen wie „Grammarly“ oder „LanguageTool“ bieten heute weit mehr als nur eine einfache Rechtschreibprüfung [1]. Sie nutzen künstliche Intelligenz, um stilistische Verbesserungen vorzuschlagen und die Kohärenz des Textes zu prüfen. Für die Studierenden ist dies äußerst hilfreich, um die Nuancen zwischen der Alltagssprache und der Fachsprache zu verstehen. Ein weiteres wichtiges Instrument sind die kollaborativen Schreibtools wie Google Docs. Diese ermöglichen es, in Echtzeit mit den Studienkollegen und/oder Projektpartnern an Projekten zu arbeiten, schnellen Feedback zu geben und mögliche Korrekturen unmittelbar zu diskutieren. Dies fördert nicht nur die schriftliche Ausdrucksfähigkeit, sondern auch die Fähigkeit zur

kritischen Analyse von Texten, die sowohl beim Studium als auch in der späteren beruflichen Praxis eine wichtige Rolle spielen.

Zu den großen Behinderungen beim Sprachenlernen gehört häufig die Sprechanst bzw. die Sprechhemmung. Hier bieten die modernen digitalen Technologien viele innovative Lösungen. Mobile Applikationen und Online-Plattformen ermöglichen es, jederzeit und überall eine Fremdsprache zu üben. Von besonderer Bedeutung sind die Sprachlern-Apps, die Spracherkennungstechnologien nutzen, um die Aussprache der Lernenden zu bewerten.

Ein sehr effektiver Ansatz ist der Einsatz von Videokonferenz-Tools wie Zoom oder Microsoft Teams für internationale Sprachtausch-Programme. Durch den interaktiven unmittelbaren Kontakt mit den Muttersprachlern können die Fremdsprachlernenden ihre mündliche Kommunikation in den authentischen Situationen verbessern. Während meines Aufenthalts in Japan habe ich beispielsweise die digitalen Medien genutzt, um juristische Fachbegriffe im Gespräch anzuwenden, was die Hemmschwelle deutlich senkt [2].

Zudem gewinnen die KI-gestützten Chatbots an Bedeutung. Sie übernehmen die Funktion eines geduldigen Gesprächspartners, mit dem man fremdsprachliche Dialoge simulieren kann, bevor sie in der realen Welt gesprochen werden können. Dies ist besonders nützlich, um das fließende Sprechen zu trainieren, ohne Angst vor Fehlern haben zu müssen.

Die modernen digitalen Technologien unterstützen auch die Entwicklung von Schreibfähigkeiten. Viele Programme und Online-Plattformen ermöglichen den Sprachenlernenden, verschiedene Texte zu verfassen und sofort empfehlende Korrekturen zu erhalten. Dadurch können die Lernenden ihre Grammatikkenntnisse vertiefen, neuen Wortschatz erlernen und ihre Gedanken korrekt und deutlich formulieren, strukturierte Texte zu generieren, wie kurze Essays, Kommentare oder Nachrichten. In wissenschaftlichen Studien wird auch behauptet, dass die digitalen Lernplattformen das Schreiben erleichtern und den Lernenden helfen, ihre sprachlichen Fehler schnell zu erkennen [3].

Ein weiterer interessanter Aspekt ist die Nutzung von den sozialen Medien und

Plattformen wie YouTube oder Instagram für das Sprachenlernen. Für mich als Studentin ist es produktiv, die kurzen Lehrvideos von Muttersprachlern anzuschauen und zuzuhören, als nur mit einem dicken Papierlehrbücher zu arbeiten. Auf YouTube gibt es spezialisierte Kanäle, wo die juristischen Fachbegriffe oder alltäglichen Redewendungen in bestimmten Situationen erklärt werden. Das Hören von authentischen Inhalten hilft enorm, das Hörverstehen zu verbessern, was wiederum eine wichtige Basis für das freie Sprechen ist. Wenn man interessante Profile abonniert, wird das Sprachenlernen in den Alltag integriert: Kommentare lesen, kurze Nachrichten unter Beiträge schreiben und mit der Community interagieren. Diese informelle Art der Kommunikation reduziert den Stress und macht den Lernprozess viel lebendiger. In einer internationalen Umgebung, die ich in Japan erlebt habe, sind solche digitale Brücken Gold wert, damit man mit verschiedenen Kulturen in Kontakt bleiben kann.

Ein weiterer Vorteil ist der Zugang zu den authentischen Materialien. Im Internet kann man Artikel, Blogs, Videos und soziale Medien auf erlernende Fremdsprache lesen und analysieren. Das hilft den Lernenden, den Wortschatz zu erweitern und verschiedene Schreibstile zu verstehen. Wenn Lernende solche Materialien regelmäßig lesen, wird es einfacher, eigene Texte zu verfassen.

Trotz der vielen Vorteile gibt es auch Nachteile bzw. Herausforderungen. Eine hohe Menge der digitalen Informationen kann zu einer kognitiven Überlastung führen. Es ist wichtig, die richtigen Werkzeuge gezielt auszuwählen und sie als Ergänzung zum traditionellen Fremdsprachenlernen zu nutzen, statt als vollständiger Ersatz.

Zusammenfassend lässt sich sagen, dass digitale Technologien ständig revolutioniert haben. Sie bieten die personalisierte Lernpfade und machen den Prozess interaktiver und effizienter. Für mich als Studentin sind akademische Wissen und digitale Kompetenzen ein richtiger Schlüssel zum Erfolg in einer internationalen juristischen Karriere.

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WISSENSCHAFTLICHE ARBEIT VON STUDIERENDEN ALS WESENTLICHER BESTANDTEIL DER FREMDSPRACHLICHEN AUSBILDUNG

Die Beherrschung von Fremdsprachen ist heute ein wichtiger Bestandteil der beruflichen Tätigkeit eines Fachmanns. Besonders wichtig sind die Fremdsprachenkenntnisse in Bereichen wie internationale Beziehungen, Diplomatie, Wissenschaft und Kommunikation. Ein wirksames Mittel zur Entwicklung der Kompetenzen ist die wissenschaftliche Tätigkeit der Studierenden.

Während des Studiums an der Universität trägt wissenschaftliche Arbeit zur Entwicklung des analytischen Denkens bei. Sie fördert die Fähigkeit zur selbstständigen Informationssuche und schafft die Möglichkeiten für die aktive Nutzung einer Fremdsprache im beruflichen Kontext. Aus diesem Grund kann die wissenschaftliche Tätigkeit der Studierenden als wichtiger Bestandteil der fremdsprachlichen beruflichen Ausbildung betrachtet werden.

Die wissenschaftliche Arbeit beinhaltet die aktive Nutzung verschiedener Informationsquellen. Viele von diesen Quellen sind in einer bestimmten Fremdsprache verfasst. Während der Vorbereitung der wissenschaftlichen Artikel, Thesen oder bei der Teilnahme an Konferenzen musste ich als Studentin mit wissenschaftlichen Texten arbeiten, ihren Inhalt analysieren und dabei auf den Wortschatz, die grammatischen Strukturen und den Aufbau der Texte achten.

Es ist sinnvoll, einige Methoden zu betrachten, die zur Entwicklung der fremdsprachlichen Kompetenz von Studierenden beitragen.

Eine der modernen Methoden zur Entwicklung der fremdsprachlichen Kompetenz ist die Case-Study-Methode, also die Analyse konkreter Situationen. Ihr Ziel liegt darin, eine Problemsituation zu analysieren, sie zu diskutieren und gemeinsam mögliche Lösungen zu finden. Diese Methode fördert das analytische Denken, die Fähigkeit zur Argumentation und die Anwendung der Fremdsprache in praktischen Kommunikationssituationen. Zudem zeichnet sie sich durch einen integrativen und mehrstufigen Lernprozess aus [3].

Eine wichtige Rolle bei der Entwicklung der fremdsprachlichen Fähigkeiten spielt auch die Projektmethode. Die ist auf die selbstständige Tätigkeit der Studierenden orientiert. Diese Tätigkeit kann individuell, in Paaren oder in Gruppen durchgeführt werden. Innerhalb eines bestimmten Zeitraums arbeiten die Teilnehmer an einem bestimmten Thema, sammeln nötige Informationen, analysieren sie und präsentieren anschließend die Ergebnisse ihrer Arbeit. Dieser Ansatz fördert Forschungsfähigkeiten, Selbstständigkeit und die Fähigkeit, eine Fremdsprache während der Vorbereitung und bei der Präsentation der Ergebnisse zu verwenden.

Ein weiteres effektives Werkzeug zur Entwicklung der kommunikativen Kompetenz ist die Debattenmethode. Die stellt eine organisierte Diskussion zwischen Teams dar, die unterschiedliche Positionen zu einem bestimmten Thema vertreten. Die Diskussion findet nach klaren Regeln statt und hat eine feste Struktur. Diese Methode hilft den Studierenden, Argumentationsfähigkeiten, kritisches Denken und freies fremdsprachiges Sprechen zu entwickeln [4].

Es gilt zu betonen, dass die Studierenden diese Methoden nicht nur beim Studium,

sondern auch außerhalb der Universität anwenden können. In Kyjiw gibt es viele Jugendorganisationen und Bildungsinitiativen, die Trainings, Diskussionen, Simulationen von diplomatischen Verhandlungen und andere Veranstaltungen organisieren. Dazu gehören zum Beispiel „Moloda Dyplomatiia Kyiv“, das Ukrainian-Danish Youth House, das Kyiv City Youth Council, die Academy of Youth Diplomacy sowie Rising Leaders for the Future. Die genannten Aktivitäten tragen zu einem besseren Lernen der Fremdsprache bei.

Das Lesen der wissenschaftlichen Texte hilft dabei, den Wortschatz zu erweitern und grammatische Strukturen besser zu verstehen. Darüber hinaus entwickeln die Studierenden dadurch ihre Fähigkeiten zum akademischen Schreiben. Auf diese Weise beherrschen sie nicht nur die theoretischen Aspekte der Sprache, sondern auch nutzen die Sprache als Instrument der beruflichen Kommunikation.

Darüber hinaus ermöglicht das Verfassen der eigenen wissenschaftlichen Texte in einer Fremdsprache den Studierenden, ihre Kompetenzen im akademischen Schreiben zu trainieren. Diese Fähigkeit ist für die zukünftige berufliche Tätigkeit oder für eine Weiterbildung im Ausland von großer Bedeutung.

Die ersten Erfahrungen mit wissenschaftlichen Untersuchungen können bereits während der Schulzeit gesammelt werden. Die Teilnahme an verschiedenen Wettbewerben, Olympiaden und wissenschaftlichen Projekten fördert die Entwicklung von Forschungsfähigkeiten und weckt das Interesse an der wissenschaftlichen Tätigkeit. Diese Erfahrung bildet eine wichtige Grundlage für die weitere aktive Arbeit beim Studium.

Die wissenschaftliche Arbeit von Studierenden bietet die weitere Möglichkeit, eine eigene Position zu wichtigen gesellschaftlichen Fragen zu äußern. Besonders aktuell ist das im Kontext der heutigen politischen und sozialen Prozesse. Das Schreiben wissenschaftlicher Arbeiten in einer Fremdsprache ermöglicht den Studierenden, ihre Heimat im internationalen akademischen Umfeld zu vertreten und Informationen über die aktuellen Ereignisse in der Welt zu verbreiten. Dadurch entwickeln sie auch ihre bürgerliche Kompetenz [2].

Die aktive Teilnahme an wissenschaftlicher Arbeit, an Konferenzen und

Veranstaltungen bzw. die Zusammenarbeit mit Dozenten und Professoren ermöglicht auch ihre berufliche Entwicklung, neue Kontakte zu knüpfen und neue Erfahrungen zu sammeln.

Die Arbeit mit wissenschaftlichen Quellen, eigene Untersuchungen und Studien, die Konferenzteilnahme fördern das analytische Denken, die guten Fähigkeiten im Schreiben und in der professionellen Kommunikation. Deshalb ist wissenschaftliche Arbeit ein wichtiger Bestandteil der beruflichen Ausbildung und ein effektives Mittel zur Entwicklung der fremdsprachlichen Kompetenz [1].

Zusammenfassend lässt sich feststellen, dass eine frühzeitige Einbindung von den Studierenden in die akademischen Aktivitäten wesentlich zur Entwicklung der Forschungskompetenzen, zur Erweiterung der Möglichkeiten der internationalen Zusammenarbeit sowie zur Verbesserung der Fremdsprachenkompetenzen beiträgt. Somit stellt die wissenschaftliche Arbeit ein wesentliches Instrument der beruflichen Entwicklung von zukünftigen Fachkräften dar.

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DIE ENTWICKLUNG DER FÄHIGKEITEN ZUR ÜBERSETZUNG VON FACHTEXTEN MIT HILFE MODERNER TECHNOLOGIEN

In der modernen Welt ist die Fähigkeit, wissenschaftliche Texte zu übersetzen, unverzichtbar. Im Studium der Internationalen Beziehungen, der Rechts- sowie der Wirtschaftswissenschaften wird häufig mit mehrsprachigen Texten gearbeitet. Daher ist es für die Studierenden entscheidend, Fachwörter bzw. Begriffe genau zu verstehen und adäquat sprachlich zu verwenden. Die modernen Technologien und die digitalen Werkzeuge unterstützen sie dabei, diese Kompetenzen zu entwickeln.

Die Übersetzung von Fachtexten ist komplexer als die von allgemeinen Texten. Die Fachtexte sind an Wörtern und Strukturen reich, die spezifisch für die bestimmten Fachgebiete sind. Zum Beispiel können juristische oder politische Texte viele komplexe Begriffe enthalten. Wäre ein Dolmetscher/Übersetzer mit den bestimmten Begriffen nicht vertraut, wäre die Übersetzung wahrscheinlich ungenau, was insbesondere in der internationalen Kommunikation zu den schrecklichen Missverständnissen führen könnte.

Die modernen Technologien helfen den Studierenden beim Lernen des Übersetzens. Im Internet gibt es viele verschiedene Online-Wörterbücher und Terminologiedatenbanken. Diese Ressourcen helfen dabei, die Bedeutung von Fachbegriffen zu ermitteln. Außerdem stehen den Studierenden digitale Übersetzungsprogramme zur Verfügung. Die Programme mit künstlicher Intelligenz können einen Text schnell übersetzen und erste Vorschläge machen (Garcia, 2021, p. 56).

Die Maschinen können die menschlichen Übersetzer jedoch nicht vollständig

ersetzen. Die maschinellen Übersetzungen enthalten oft Fehler oder unpräzise Formulierungen. Daher müssen die Studierenden lernen und üben, diese Übersetzungen zu überprüfen und zu verbessern. Das kritische Denken ist beim Übersetzen unerlässlich. Digitale Technologien bieten zudem die neuen Möglichkeiten für kollaboratives Lernen. Die Studierenden können auf vielen Online-Plattformen zusammenarbeiten, große berufsbezogene Texte übersetzen und danach ihre Ergebnisse diskutieren. Sie können außerdem einen Feedback von ihren Lehrenden und Studienkollegen erhalten. Durch diese Zusammenarbeit können sie neues Wissen erwerben und ihre Übersetzungskompetenzen präzisieren.

Ein weiterer Vorteil der modernen Technologien besteht in der Möglichkeit des Zugangs zu zahlreichen authentischen Dokumenten. Die Studierenden können verschiedene internationale Berichte, wissenschaftliche Artikel und offizielle Dokumente recherchieren, lesen und analysieren. Dies ermöglicht ihnen ein besseres Verständnis für das Verfassen von Fachtexten und die Anforderungen an deren Übersetzung.

Als Fazit können wir sagen, dass moderne Technologie eine entscheidende Rolle beim Erlernen des Übersetzens von Fachtexten spielen. Damit werden die Studierenden unterstützt, ihren Wortschatz zu erweitern, Texte zu analysieren und praktische Erfahrungen zu sammeln. Gleichzeitig müssen Studierende ihr kritisches Denkvermögen entwickeln und die Ergebnisse der maschinellen Übersetzung überprüfen. Die Kombination von den menschlichen Fähigkeiten und den modernen Technologien erhöht die Effizienz des Übersetzungsprozesses erheblich.

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BACHELOR- UND MASTERSTUDIERENDEN IM ZEITALTER DER KÜNSTLICHEN INTELLIGENZ

Die moderne Welt verändert sich sehr schnell, besonders durch die Entwicklung der digitalen Technologien. Eine immer größere Rolle spielt heute die künstliche Intelligenz. In vielen Bereichen des Lebens bzw. der Bildung, werden digitale Technologien aktiv eingesetzt. Insbesondere an Hochschulen beeinflussen die neuen Technologien den Lernprozess von Bachelor- und Masterstudierenden [1].

Viele Universitäten integrieren heute digitale Plattformen, Online-Ressourcen und intelligente Programme in den Bildungsprozess. Dadurch verändert sich auch die Art und Weise, wie die Studierenden lernen, Informationen recherchieren und wissenschaftliche Arbeiten schreiben. Deshalb wird die Rolle der künstlichen Intelligenz beim Studium immer wichtiger.

Künstliche Intelligenz kann den Bachelor- und Masterstudierenden bei vielen Aufgaben helfen. Zum Beispiel können die Studierenden mit Hilfe moderner Technologien schneller Informationen finden, Texte strukturieren oder neue Ideen für wissenschaftliche Arbeiten entwickeln [2]. Zudem unterstützen digitale Programme den Studierenden beim Fremdsprachenlernen, bei der Verfassung der Präsentationen und bei der Vorbereitung auf die Prüfungen.

Ein weiterer Vorteil besteht darin, dass digitale Technologien den Zugang zu den wissenschaftlichen Informationen erleichtern. Die Studierenden können verschiedene Datenbanken, Online-Bibliotheken und digitale Lernplattformen nutzen. Dadurch wird der Lernprozess flexibler und effizienter.

Ein weiterer wichtiger Aspekt ist die praktische Nutzung von künstlicher Intelligenz im Alltag der Studierenden. Beispielweise nutze ich selbst manchmal verschiedene KI-Tools für das Lernen. Die letzten können damit helfen, treffende

Fachbegriffe schnell zu finden oder unklare Redewendungen und Begriffe zu erläutern. Künstliche Intelligenz ist auch beim Übersetzen der fremdsprachigen Texte oder beim Verständnis eines komplizierten wissenschaftlichen Artikels sehr nützlich.

Darüber hinaus kann KI dazu beitragen, längere Texte zu kürzen sowie geeignete Synonyme für bestimmte Wörter zu finden. Das ist vor allem hilfreich beim Schreiben der wissenschaftlichen Arbeiten oder Präsentationen. Die modernen Technologien und die digitalen Werkzeuge ermöglichen es den Studierenden, Informationen schneller zu verarbeiten und ihre Texte deutlicher zu formulieren.

Heutzutage nutzen viele Studierende KI-gestützte Tools, um neue Ideen für Projekte zu entwickeln und komplexe Themen besser zu erschließen. Gleichzeitig ist es jedoch notwendig, die erhaltenen Informationen kritisch zu bewerten und sie bewusst in den Lernprozess zu integrieren. Trotz vieler Vorteile bringt die Nutzung von künstlicher Intelligenz auch einige Herausforderungen mit sich. Eine wichtige Frage ist die akademische Ehrlichkeit. Studierende sollten KI nicht nutzen, um ganze Arbeiten automatisch zu erstellen. Vielmehr sollte künstliche Intelligenz als unterstützendes Werkzeug dienen und nicht das eigene Denken ersetzen [3].

Die Hochschulen und Universitäten spielen dabei eine wichtige Rolle. Sie sollten den Studierenden erklären, wie digitale Technologien verantwortungsvoll genutzt werden können. Außerdem ist es wichtig, digitale Kompetenzen zu entwickeln, damit die Studierenden moderne Technologien bewusst und kritisch einsetzen können.

Zusammenfassend kann man sagen, dass künstliche Intelligenz einen großen Einfluss auf die moderne Hochschulbildung hat. KI eröffnet die neuen Möglichkeiten für den Lernprozess und erleichtert den Zugang zu Informationen. Gleichzeitig müssen Studierende lernen, diese Technologien verantwortungsvoll zu nutzen.

Unserer Meinung nach wird die Rolle der künstlichen Intelligenz im Studium voraussichtlich weiter an Bedeutung gewinnen. Daher ist es wichtig, ein ausgewogenes Verhältnis zwischen den technologischen Möglichkeiten und dem eigenständigen Denken zu finden.

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DIGITALE INNOVATIONEN IN DER LUFTFAHRTBEZOGENEN FREMSPRACHENAUSBILDUNG

Die moderne Luftfahrtindustrie durchläuft eine Phase der grundlegenden digitalen Transformation, die das Paradigma der Ausbildung künftiger Fachkräfte an Hochschulen unmittelbar beeinflusst. Die Luftfahrtbildung ist von entscheidender Bedeutung, da sie sicherstellt, dass Fachkräfte wie Piloten und Fluglotsen die für einen sicheren und effektiven Betrieb erforderlichen Kompetenzen erwerben (Gonzalo, 2024, S. 64). Die digitale Revolution hat die traditionellen Trainingsparadigmen durch die Integration modernster IKT-Lösungen grundlegend verändert (Gonzalo, 2024, S. 64). Zu den gängigen Instrumenten gehören Virtual Reality (VR), Augmented Reality (AR), Künstliche Intelligenz (KI), Big Data, Cloud Computing sowie simulatorbasierte Technologien (Gonzalo, 2024, S. 65). Der Einsatz von Frameworks wie TPACK ermöglicht die nahtlose Integration digitaler Ressourcen in den Unterricht, was besonders wichtig für Lernende ist, deren Muttersprache nicht Englisch ist (Gonzalo, 2024, S. 66).

Ein wesentlicher Faktor für den Erfolg beim Erlernen von Englisch für spezifische

Zwecke (ESP) ist die Motivation der Studierenden (Persukova et al., 2023, S. 42, 44). Die Einführung interaktiver Lernmethoden wie berufsorientierte Simulationen, Spiele und Rollenspiele wirkt sich positiv auf das Motivationsniveau und die Sprachkompetenz aus (Persukova et al., 2023, S. 41). Interaktive Techniken, insbesondere computergestützte Simulationen, dienen der Reproduktion des Funkverkehrs in Routine- und Notsituationen wie Vogelschlägen oder Triebwerksproblemen (Persukova et al., 2023, S. 45, 46). Die Ergebnisse belegen eine Steigerung der instrumentellen Motivation durch den Einsatz berufsbezogener Trainingsmaterialien (Persukova et al., 2023, S. 50). Solche Methoden fördern die Konzentration, stimulieren das Lernen und helfen den Studierenden, den Zweck des Ausbildungsprozesses besser zu verstehen (Persukova et al., 2023, S. 52).

Die Entwicklung der Hörverständnisfähigkeiten ist eine der wichtigsten Komponenten, da die Fähigkeit des Piloten, Informationen des Fluglotsen zu hören, zu interpretieren und darauf zu reagieren, für die Flugsicherheit entscheidend ist (Moskalenko & Didenko, 2018, S. 187, 188). Spezialisierte Computerwerkzeuge wie der Simulator „Pilot’s test“ werden eingesetzt, um die Hör- und Kommunikationsfähigkeiten sowie die Reaktionsschnelligkeit zu trainieren (Moskalenko & Didenko, 2018, S. 192). Das Programm ermöglicht die Vorbereitung auf das Erreichen des ICAO Level 4 oder höher durch die Simulation realer Flugbedingungen (Moskalenko & Didenko, 2018, S. 192). Experimentelle Studien zeigen eine positive Dynamik bei der Verteilung der Hörverständnisniveaus nach der Einführung solcher Werkzeuge (Moskalenko & Didenko, 2018, S. 187, 197).

Die effektive Organisation des Selbststudiums durch Informations- und Kommunikationstechnologien (IKT) ist ein wesentlicher Bestandteil der Verbesserung des Ausbildungsprozesses für künftige Piloten (Plachynda et al., 2019, S. 273, 274). Weborientierte Plattformen wie MOODLE bieten flexible Werkzeuge für das Content-Management und fördern die reflexive Kompetenz der Studierenden (Plachynda et al., 2019, S. 271). Über eigene elektronische Geräte (BYOD) haben Studierende Zugang zu Vorlesungen, Aufgaben und Empfehlungen, was ihre Motivation und Effizienz steigert (Plachynda et al., 2019, S. 274, 277). Die Implementierung dieser Technologien führt zu

einer signifikanten Verbesserung der Studienerfolge und kognitiven Niveaus (Plachynda et al., 2019, S. 278, 279).

Die Integration von Generativer KI (Gen-AI) in die Aviation English Bewertung stellt einen revolutionären Fortschritt dar, der Genauigkeit, Konsistenz und Skalierbarkeit der Prüfungen erhöht (Demirdöken, 2024, S. 381). Durch den Einsatz von KI-gesteuerten Werkzeugen wie automatischer Spracherkennung (ASR) und natürlicher Sprachverarbeitung (NLP) können phonetische Genauigkeit, Flüssigkeit und kontextuelles Verständnis objektiv bewertet werden (Demirdöken, 2024, S. 372, 374, 381). Intelligente Tutorensysteme (ITS) passen Lernpfade individuell an und bieten Echtzeit-Feedback, was das Lernen beschleunigt (Demirdöken, 2024, S. 373, 376). Diese Technologien fördern die umfassende Beherrschung von AE, die über linguistische Fähigkeiten hinaus auch operative Kompetenz und Situationsbewusstsein umfasst (Demirdöken, 2024, S. 381).

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The French Language Section

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LA MOBILITÉ ACADÉMIQUE COMME FACTEUR EFFICACE D'AMÉLIORATION DE LA QUALITÉ DE L'ÉDUCATION ET D'INTÉGRATION DANS L'ESPACE ÉDUCATIF MONDIAL

Au cours des dernières décennies, l'Ukraine a connu une série de transformations significatives dans toutes les sphères de la vie sociale. Le domaine de l'éducation, et notamment l'enseignement supérieur, ne fait pas exception à ces changements. Les processus d'intégration européenne de l'Ukraine posent de nouveaux défis au système éducatif national. L'un de ces défis consiste à approfondir la coopération internationale dans le domaine de l'enseignement secondaire et supérieur de l'Ukraine avec les pays de l'Union européenne, ainsi qu'avec les principaux établissements d'enseignement des États-Unis, du Canada et d'autres pays développés. Une forme répandue de coopération internationale dans le domaine de l'éducation est la mobilité académique. Celle-ci s'est particulièrement développée en Ukraine après la signature de la Déclaration de Bologne en mai 2005 (Chimbay, Popkova, Khaniuk, 2022). Au niveau législatif, la transition vers la mise en œuvre des principes du processus de Bologne a été confirmée en 2014 par la Loi de l'Ukraine « Sur l'enseignement supérieur », qui prévoit la possibilité pour les participants au processus éducatif d'étudier, d'enseigner, d'effectuer un stage ou de mener des activités scientifiques dans un autre établissement d'enseignement supérieur (ou institution scientifique), tant en Ukraine qu'à l'étranger (Loi de l'Ukraine, 2014). En 2015, le Cabinet des ministres de l'Ukraine a adopté la résolution n° 579 « Sur l'approbation du règlement relatif à la mise en œuvre du droit à la mobilité académique »

(Résolution du Cabinet des ministres de l'Ukraine, 2015). Ce document prévoit notamment: l'octroi du droit de participer aux programmes de mobilité académique à tous les participants au processus éducatif ; la définition claire des types et des formes de mobilité académique ; la reconnaissance des crédits obtenus sur la base du Système européen de transfert et d'accumulation de crédits (ECTS), notamment par la comparaison du contenu des programmes d'études plutôt que des intitulés des cours ; la préservation de la place d'études et de la bourse pour les étudiants et du poste de travail pour les enseignants et les chercheurs participant aux programmes de mobilité académique.

La mobilité académique vise à améliorer le niveau de connaissances des participants au processus éducatif, à assurer la continuité et la cohérence de l'apprentissage, ainsi qu'à développer les compétences nécessaires et les compétences transversales, notamment la créativité, la pensée critique, les compétences communicationnelles, les qualités de leadership, le dynamisme et l'ouverture (Shvydun, 2021).

La mobilité académique peut également être considérée comme une réponse objective aux transformations de l'espace éducatif, à l'introduction de technologies innovantes et à l'intensification du processus d'apprentissage fondé sur l'expérience. Elle contribue ainsi à accroître l'efficacité du processus éducatif et de la formation professionnelle et constitue une forme importante d'internationalisation de l'éducation (Grantham, 2018).

Les objectifs principaux de la mobilité académique sont : 1) l'intégration de l'Ukraine dans l'Espace européen de l'enseignement supérieur et dans l'Espace européen de la recherche ; 2) l'échange de bonnes pratiques et d'expériences dans les domaines de l'éducation et de la science ; 3) la modernisation du système éducatif; la numérisation de l'enseignement et de la gestion éducative ; 4) l'amélioration de la qualité de l'éducation et de l'efficacité de la recherche scientifique ; 5) le renforcement de la compétitivité de la communauté scientifique et éducative ukrainienne et le développement des compétences professionnelles et personnelles des participants aux programmes de mobilité académique ; 6) le renforcement de la coopération avec les partenaires internationaux dans les

domaines de l'éducation et de la science ; 7) le développement et le soutien des relations sociales, économiques et culturelles avec d'autres pays.

Parallèlement aux objectifs, il faut également souligner les principales tâches des participants à la mobilité académique : 1) améliorer le niveau de formation théorique et pratique ainsi que la maîtrise professionnelle ; 2) acquérir une expérience internationale dans les domaines de l'enseignement, de la recherche scientifique et technique et obtenir un accès aux infrastructures de recherche européennes et mondiales ; 3) mettre en œuvre des projets scientifiques, scientifiques-techniques et/ou éducatifs communs ; 4) améliorer la maîtrise des langues étrangères ; 5) promouvoir la langue ukrainienne et la culture nationale tout en approfondissant la connaissance des cultures d'autres pays.

Quant aux formes de mobilité académique, elles peuvent être conditionnellement divisées dans les pays de l'Union européenne en trois niveaux : international, national et individuel. Elles comprennent notamment les programmes d'études, les bourses, les stages, les échanges d'expérience, les stages linguistiques ou scientifiques, la participation à des séminaires et conférences, ainsi que la publication dans des revues internationales.

Avec l'introduction des normes du processus de Bologne dans la législation nationale, la question de la mobilité académique s'est également étendue aux établissements d'enseignement secondaire général. Par exemple, le Lycée n° 49 de la ville de Kyïv (anciennement École spécialisée de niveaux I-III n° 49 avec étude approfondie de la langue française) entretient depuis de nombreuses années une coopération avec des établissements d'enseignement en France, où les enseignants et les élèves effectuent des stages. Depuis 2017, les diplômés ayant réussi les examens correspondants reçoivent le Diplôme international bilingue de la République française, délivré avec le certificat d'enseignement secondaire complet (Lycée n°49 de Kyïv, 2017).

La coopération internationale dans le domaine de l'éducation et la mobilité académique sont également soutenues par l'Institut français en Ukraine qui publie régulièrement des informations concernant les possibilités d'études et d'échanges pour les étudiants ukrainiens dans les établissements d'enseignement français (Institut français d'Ukraine).

L'implication des élèves, des étudiants, des enseignants et des chercheurs ukrainiens dans les programmes de mobilité académique, la communication multilatérale avec les établissements d'enseignement des pays de l'Union européenne, des États-Unis et du Canada constituent un facteur important du développement scientifique, de la formation de spécialistes compétitifs dans différents domaines et de la promotion des établissements d'enseignement ukrainiens sur la scène internationale en tant que participants à part entière du processus éducatif mondial.

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L'APPRENTISSAGE DU FRANÇAIS PAR LES UKRAINIENS EN FRANCE : INTÉGRATION LINGUISTIQUE, ORGANISATION DE LA FORMATION ET DÉFIS CONTEMPORAINS

Depuis le 24 février 2022, la France accueille un nombre important de citoyens ukrainiens déplacés à cause de la guerre. Dans ce contexte, la maîtrise de la langue française devient un facteur essentiel d'intégration sociale, académique et professionnelle. L'apprentissage du français n'est pas seulement un choix personnel, mais souvent une exigence institutionnelle liée au séjour durable sur le territoire français.

Selon l'Office français de l'immigration et de l'intégration (OFII), les étrangers primo-arrivants signent un Contrat d'intégration républicaine qui prévoit une formation linguistique obligatoire si leur niveau de français est insuffisant: sans connaissance suffisante du français, il est difficile d'accéder à l'emploi, à la formation professionnelle ou aux études supérieures (Office français de l'immigration et de l'intégration, 2026). L'objectif est d'atteindre au minimum le niveau A1 ou A2, conformément au Cadre européen commun de référence pour les langues (CECRL), élaboré par le Conseil de l'Europe. La formation linguistique est structurée selon les niveaux du CECRL, de A1 (débutant) à C2 (maîtrise) (Conseil de l'Europe, 2020). Le nombre d'heures de cours dépend du niveau initial de l'apprenant : certaines personnes suivent environ 100 heures de formation, d'autres 200 heures ou plus. L'enseignement est dispensé exclusivement en français, même aux niveaux débutants comme A1, dans des groupes plurinationaux. Cette méthode immersive peut sembler exigeante, mais elle favorise une adaptation rapide à l'environnement linguistique et culturel (Office français de l'immigration et de l'intégration, 2026).

Les cours de français langue étrangère (FLE) développent quatre compétences principales : la compréhension orale, la compréhension écrite, l'expression orale et l'expression écrite. Une attention particulière est accordée à la communication pratique. Comme les autres, les étudiants ukrainiens apprennent à comprendre des documents administratifs, à communiquer avec des services publics, à écrire un courriel professionnel ou à se préparer pour un entretien d'embauche. L'apprentissage est donc orienté vers des situations réelles de la vie quotidienne (Conseil de l'Europe, 2020).

En France, il existe de nombreuses institutions qui proposent des cours de français: universités, centres municipaux, associations, écoles privées et organismes accrédités par l'État. Le réseau des Alliances Françaises contribue également à la diffusion et à l'enseignement du français. Cette diversité permet aux apprenants de choisir un format adapté : cours intensifs, cours du soir, formation hybride ou entièrement en ligne (Ministère de la Culture, 2026).

La digitalisation joue un rôle de plus en plus important dans l'enseignement du FLE. Les plateformes numériques, les classes virtuelles et les applications mobiles facilitent l'apprentissage autonome. Les outils interactifs permettent d'améliorer la prononciation, la compréhension orale et la connaissance de la grammaire. Pour les Ukrainiens qui doivent combiner travail et formation, ces solutions numériques offrent une flexibilité considérable.

La dimension multiculturelle est un aspect significatif des cours de langue en France qui accueille des personnes originaires de différents pays : d'Égypte, d'Afghanistan, de plusieurs pays africains, du Japon, d'Inde et d'autres régions du monde. Dans les classes de FLE, les Ukrainiens étudient aux côtés d'apprenants de cultures diverses. La langue française devient ainsi un moyen de communication commun et un outil de dialogue interculturel (Ministère de l'Intérieur, 2026).

La certification linguistique constitue également une étape importante. Les apprenants peuvent passer des examens officiels comme le DELF ou le DALF, reconnus par le Ministère de l'Éducation nationale. Ces diplômes confirment le niveau de langue et facilitent l'accès à l'université ou à certaines professions (France Éducation international, 2026).

Cependant, le processus d'apprentissage comporte aussi des difficultés. La prononciation française, la complexité grammaticale, la différence entre la langue écrite et la langue parlée, les subtilités socioculturelles, ainsi que l'adaptation à un nouveau système éducatif, représentent des défis importants. De plus, le contexte migratoire et le stress lié à la situation personnelle peuvent influencer la motivation et les progrès linguistiques des apprenants ukrainiens.

Malgré ces obstacles, on constate bien qu'en général, les Ukrainiens font preuve d'une forte motivation et d'une grande faculté d'adaptation rapide. L'apprentissage du français devient non seulement une obligation administrative, mais aussi un instrument d'autonomie, d'intégration et de développement professionnel.

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