

певному виді мовленнєвої діяльності, актуалізації країнознавчого матеріалу та розвитку особистісних якостей курсантів.

Позитивні аспекти відмічаємо й під час використання на заняттях онлайн дошок, різноманітних комп'ютерних ігор чи додатків для вивчаючих іноземні мови. Такі методики допоможуть не тільки урізноманітнити заняття, зацікавити курсантів, а й допоможуть їм проявити себе, покращити навички критичного мислення, мовлення, відчутти результати своєї праці на практиці.

Отже, вивчення іноземних мов є важливою складовою системи підготовки майбутніх військовослужбовців, розширення сфери військового співробітництва України та важливою частиною подальшого кар'єрного зростання кожного окремого офіцера.

Звернення до рольових ігор та онлайн застосунків на заняттях з іноземних мов допоможуть урізноманітнити викладання, викликати інтерес у аудиторії до навчального матеріалу, спонукати курсантів бути активними на занятті, покращити пам'ять та формувати лінгвістичну компетентність, що є необхідним для успішної роботи в міжнародному професійному середовищі. Вбачаємо перспективи у використанні вище зазначених методів на заняттях з іноземних мов та перспективи подальших розвідок за обраною тематикою.

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NAVIGATING THE PSYCHOLOGICAL BATTLEFIELD: PROVIDING PSYCHOSOCIAL SUPPORT FOR LANGUAGE LEARNERS AMIDST STRESS CHALLENGES IN WARTIME

A poll on educational losses presented by the United Nations Children's Fund (UNICEF) through U-Report has demonstrated fundamental challenges and disruptions which affected learning development of students and children of age 14-20 during 2022-2023 academic year [8; 9]. Among these disruptions there is a lack of electricity and internet, alarms, fatigue and health problems. It is primary war-related stress which has affected language learning performance of students and learners over the last academic year in Ukraine. As a result, many students have been traumatized by their experiences and need specialized psychological support to confront this stress and anxiety.

Considering the main challenges, the survey demonstrates the following answers [8; 9]: the first principal reason why students missed their classes last academic year is a lack of electricity 50%. The next issues are alarm and shelling 49,3%, fatigue 39,3%, a lack of internet access 37,6% and health problems 30,2%. The language learning knowledge is deteriorated by 22,4% compared to other relevant subjects such as Mathematics 68,2%, Ukrainian language 57% and Chemistry 39,7% [8; 9; 4]. However, foreign language ability is crucial in accessing information as it enables students to understand foreign news and resources, as well as instructions that may be essential for safety and informed decision-making. Language learning can be considered as a way of intellectual and emotional stimulation and their development may thrive. Because it can maintain a sense of intellectual engagement in difficult circumstances. Although, for teachers it is a hurdle to encourage students and requires a professional knowledge and practices of teaching foreign language in conflict zones [4; 1]. For instance, here is presented a struggling of students' language learning in areas of violence and danger "in close proximity to a war-ravaged community" on the U.S.-Mexico border [6, pp. 55, 57-58, 60]: "I don't think that our principals realize what's going on, other than, these kids don't speak English so they don't get good grades. But I don't think it's because they [the Ciudad Juárez children] don't speak English, I think it's because they worry about so many other things ... I'll talk to [the kids] ... and they'll tell me why they're not doing their [school] work ... [B]ecause they don't understand, because they're frustrated, because their mom was kidnapped, because their dad died on the weekend."

During the last year similar situations have happened really frequently in Ukraine as well and they require teacher expertise and development in the field of psychosocial support. At the present time, the requisite for educators is to learn and train in order to provide qualified support and first aid to themselves, their colleagues and students in overcoming the effects of stress and post-traumatic stress disorder sustained during the war [3]. Since students face the disrupted routine every day and it is imperative to look into their psychological well-being, comprehending their emotions, assist them in understanding personal needs in order to assess student's academic achievements, goals helping them to succeed under difficult conditions. Therefore, psychological well-being of teachers, academic staff is crucial because they perform socially useful functions in communication with students and balanced emotional interaction where is the healthy and safe classroom environment of studying. They can ensure the students' psychological stability and minimize the stress influence in a class, incorporate mindfulness techniques.

For providing psychosocial support requires a multidisciplinary and holistic approach which includes the application of different practices, tools such as quality holistic learning, social and emotional learning, trauma-based education, resilience building [10]. Teachers should have the professional knowledge and skills how to make psychosocial interventions more effective and provide appropriate psychosocial support, in this case educational institutions and environments must be zones of protection.

There are several factors which can help teachers create a zone of protection for students and facilitate their language learning ability:

1) The first aspect includes the creation of a safe healing and learning space for students where is a calm and positive atmosphere. Students should feel comfortable, healthy, safe, respected and open to growth that is illustrated in Maslow's Hierarchy of Needs [7]. This environment will stimulate them to develop, communicate in foreign language and be open to express ideas. Students can feel respected and valuable and more open to emotional disclosure.

2) The next is to provide psychosocial support involving teachers, trainers, counselors, mental-health-professionals which are ready to provide their psychological support and therapy practices. It is also important to involve family members to make it more efficient and create much more effective classroom environment which meets students' needs. Especially, if students are displaced learners and refugees, proficiency in a second language can open up educational and professional opportunities, in particular in conflict-affected areas. If displaced students may be found in diverse community, language learning can promote faster integration, foster positive interactions and facilitate communication with international organizations, aid and support workers in emergencies. Investigations show that having experienced traumatic situations may cause lingering effect on learning engagement, behavior, emotions and trigger difficulties with language communication [2]. In such cases professionals of psychosocial support offer assistance and promote a stabilization of students' emotional state, try to activate the ability of self-control, self-regulation, to build resilience, self-awareness and self-confidence through strategies, special games and social interactions. This helps to make changes in students' perception, response and build positive relationships between other students and positive attitude to education.

3) Another fundamental factor is the expertise of teachers, educators and etc. They need to receive the respective trainings on topics such as applying appropriate strategies, practice in situation with psychosocial issues, their personal well-being and recovery after possible burn out [5, p.74-89; 10]. During special trainings and workshops, teachers, educators can gain knowledge about how students may react to stressful and crisis events and how to discuss difficult situations with them, as well as skills to act as educators to rehabilitate students and improve their future well-being. In this way students will understand and realize the importance of being resilient, react to stressful situations properly and learn gradually how to be responsible for their own emotional state. Consequently, language skills should continuously be developed in order to serve as an asset for conflict resolution and peacebuilding, because bilingual or multilingual students who are considered as the future may be mediators and the individuals who have already learned how to behave under stress.

In summary, the combination of language learning and psychosocial support is an essential part of education in the period of war. It equips students with practical skills, foster resilience, promotes understanding, wider social interaction and communication without borders, and nurture emotional well-being. These factors and elements contribute to the holistic well-being and prospects for those affected by a war, stress and trauma.

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BUILDING COMMUNICATIVE COMPETENCE AND SPEAKING SKILLS IN THE INCLUSIVE CLASSROOM

A teacher of foreign languages is a professional skilled in applying individual approaches to develop speech and language skills, and contribute to the overall development of each student. Values of democracy and ideas of diversity, equality