

As the conclusion we can state that the novel redefines crime fiction as a linguistic and psychological exploration of identity, control, and moral perception, establishing Dexter Morgan as one of the most distinctive anti-heroes in contemporary literature.

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CONTEXTUALIZED LANGUAGE LEARNING AS A TOOL FOR INTERCULTURAL DIALOGUE IN THE TRAINING OF COMPUTER SCIENCE STUDENTS

The growth of international academic and professional connections has changed the role of foreign language learning for students of non-linguistic specialties. For computer science students, a foreign language is not just an additional skill but an essential tool for professional communication, knowledge exchange, and work in multicultural environments. In this context, language learning goes beyond grammar and vocabulary, becoming a space for intercultural dialogue within the European educational environment. It highlights the need to rethink traditional teaching

approaches and emphasizes the value of contextualized language learning as a flexible, practical approach.

Their cognitive and professional characteristics determine the peculiarities of teaching foreign languages to computer science students. Analytical thinking, abstraction, and problem-solving influence not only their technical studies but also their language learning. Traditional teaching methods often do not match these features, which can reduce motivation and learning effectiveness (Ellis, & Wulff, 2018). At the same time, computer science involves a highly specialized vocabulary, requiring students to use technical terminology and professional discourse (Kugai, 2023, 125).

In this context, contextualized language learning is an effective approach that connects language learning with professional and intercultural goals. Instead of focusing on isolated language forms, it places learning in real or simulated professional situations. For computer science students, this includes working with software documentation, annotating code, participating in technical discussions, and collaborating on projects in a foreign language. Such activities help develop practical communication skills and support intercultural interaction.

In the European educational environment, where mobility and international cooperation are essential, language learning should support communication between people from different cultural and professional backgrounds. Professional communication in computer science can therefore be viewed as a form of intercultural dialogue, as it requires understanding different communication styles and cultural perspectives. Contextualized learning supports this process by linking language use with real communication needs.

At the same time, several challenges complicate this process. Students often experience cognitive overload when combining complex technical content with a foreign language (Ellis, & Wulff, 2018). Limited time within intensive curricula also requires efficient teaching approaches (Голуб, 2015). Another difficulty is mastering technical terminology, which is essential for professional communication but not always

sufficiently covered in traditional language courses. It can create barriers to both professional interaction and intercultural dialogue.

An additional challenge is the limited focus on cultural aspects in technical education. While students develop strong technical skills, they may lack opportunities to build intercultural competence. However, effective communication in international environments requires not only language knowledge but also an understanding of cultural differences and communication norms (Lan, & Grant, 2021).

To address these challenges, various teaching methods can be used within a contextualized approach. Content and Language Integrated Learning (CLIL) combines subject knowledge with language learning and supports both professional and intercultural competence (Голуб, 2015). Task-Based Language Teaching (TBLT) engages students in real-life tasks such as programming projects or technical presentations in a foreign language, helping them develop practical communication skills (Sabitzer, 2012, 2038). Gamification can also increase motivation and create interactive learning environments, especially for students familiar with digital technologies (Малихін, & Ярмольчук, 2020, 48).

Practical strategies such as code annotation in a foreign language, working with technical documentation, and participation in international projects allow students to integrate language learning into their professional activities (Kugai, 2023). In addition, digital tools support personalized learning and provide opportunities for communication with representatives of other cultures (Lan, & Grant, 2021).

Thus, foreign language education for computer specialties students should be seen as a process that combines linguistic, professional, and intercultural components. Contextualized language learning creates conditions for such integration and turns language education into a space for intercultural dialogue. This approach prepares specialists to communicate effectively in international environments and succeed in their professional fields.

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INTERNATIONAL STUDENTS' ADAPTATION TO LINGUISTIC ENVIRONMENTS: UKRAINE AND EUROPEAN PERSPECTIVES

In the era of globalization and rapid social transformation, student mobility has significantly increased, intensifying intercultural communication. An international student entering a new linguistic and cultural environment faces numerous challenges related to language adaptation, integration, and communication. The modern European educational space promotes multilingualism and intercultural dialogue, making the study of the linguistic environment particularly relevant (6). Ukraine, as an active participant in international educational processes, has become an important destination