

REFERENCES

1. Ellis, N., & Wulff, S. (2018). Usage-based approaches to second language acquisition. *Bilingual Cognition and Language: The state of the science across its subfields*. John Benjamins Publishing Company, 37–56. <https://doi.org/10.1075/sibil.54.03wul>
2. Kugai, K. (2023). Specificity of teaching foreign languages to students of computer specialties. *The driving force of science and trends in its development: collection of scientific papers «SCIENTIA» with Proceedings of the IV International Scientific and Theoretical Conference*. European Scientific Platform, 125–126.
3. Lan, Yu-Ju, & Grant, S. (2021). Contextual Language Learning: Real Language Learning on the Continuum from Virtuality to Reality. Springer.
4. Sabitzer, B. (2012). Computer science meets foreign languages. *INTED2012 Proceedings: 6th International technology, education and development conference, 2033–2041*. URL: https://www.academia.edu/21203160/COMPUTER_SCIENCE_MEETS_FOREIGN_LANGUAGES
5. Голуб, Т.П. (2015). Інтенсифікація навчання англійської мови студентів немовних спеціальностей. *Сучасні підходи та інноваційні тенденції у викладанні іноземних мов: Матеріали IX міжнародної науково-практичної конференції*. НТУУ «КПІ», 27–31. URL: <http://interconf.fl.kpi.ua/node/1254>
6. Малихін, О.В., & Ярмольчук, Т.М. (2020). Актуальні стратегії навчання у професійній підготовці фахівців з інформаційних технологій. *Інформаційні технології і засоби навчання*, 76(2), 43–57. <https://doi.org/10.33407/itlt.v76i2.2682>

Kseniia Liebiedieva

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

Kseniia Kugai

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

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

for international students, offering opportunities for academic development within a unique cultural and linguistic context.

The purpose of this study is to analyze the peculiarities of international students' adaptation in the language environment of modern Ukraine and other countries, and to determine the impact of globalization and transformation processes on this phenomenon.

The linguistic environment plays a crucial role in the successful adaptation of international students. It includes not only the language of instruction but also everyday communication, cultural norms, and social interactions. In Ukraine, international students often encounter a multilingual environment where Ukrainian and English are widely used in education, while Russian may still be used in informal communication. This creates both opportunities and challenges for linguistic adaptation (Pavlenko, 2008).

In comparison, many European countries have developed structured language support systems for international students. For example, universities in Germany and the Netherlands provide preparatory language courses and integration programs that facilitate adaptation and academic success (Wächter & Maiworm, 2014). These practices highlight the importance of institutional support in overcoming language barriers.

Globalization has significantly influenced language policies in higher education. English has become the dominant language of international communication, leading to the expansion of English-medium instruction programs worldwide. However, this trend raises concerns about the preservation of national languages and cultural identity (Phillipson, 2010). In Ukraine, efforts are made to balance the use of English in academia with the promotion of the Ukrainian language as a key element of national identity.

Digital technologies also influence the adaptation process of international students. Online platforms, language-learning applications, and virtual communication tools enable students to improve their language skills and maintain connections to their home cultures. At the same time, digitalization facilitates the creation of global educational networks, enhancing intercultural interaction (2).

Another important aspect is intercultural competence, which enables international students to communicate effectively and integrate into a new environment. Educational institutions play a key role in developing this competence by organizing cultural events, language clubs, and exchange programs. Such initiatives contribute to the formation of a tolerant and inclusive academic community (Deardorff, 2009).

Therefore, the linguistic environment of modern Ukraine and other countries plays a decisive role in the adaptation and academic success of international students. Globalization and transformation processes have intensified intercultural communication and increased the importance of multilingualism. Ukraine demonstrates positive dynamics in integrating into the global educational space while preserving its linguistic and cultural identity. Further development of educational policies should focus on improving language support systems and promoting intercultural competence among students.

REFERENCES

1. Deardorff, D. (2009). *The SAGE Handbook of Intercultural Competence*. <https://doi.org/10.4135/9781071872987>
2. *Education at a Glance 2023: OECD Indicators*, OECD Publishing, Paris. <https://doi.org/10.1787/e13bef63-en>
3. Pavlenko, A. (2008). Multilingualism in Post-Soviet Countries: Language Revival, Language Removal, and Sociolinguistic Theory. *International Journal of Bilingual Education and Bilingualism*, 11(3-4), 275–314. <https://doi.org/10.1080/13670050802271517>
4. Phillipson, R. (2010). *Linguistic Imperialism Continued*. Routledge.
5. Wächter, B., & Maiworm, F. (eds). (2014). *English-Taught Programmes in European Higher Education*. Bonn: Lemmens Medien GmbH. https://www.lemmens.de/dateien/medien/buecher-ebooks/aca/2014_english_taught.pdf
6. White Paper on Intercultural Dialogue “Living Together as Equals in Dignity”. (2008). *Council of Europe*. [https://search.coe.int/cm/#{%22CoEIdentifier%22:\[%2209000016805d37c2%22\],%22sort%22:\[%22CoEValidationDate%20Descending%22\]}](https://search.coe.int/cm/#{%22CoEIdentifier%22:[%2209000016805d37c2%22],%22sort%22:[%22CoEValidationDate%20Descending%22]})