

МІНІСТЕРСТВО НАУКИ І ОСВІТИ УКРАЇНИ

Рада директорів закладів фахової передвищої освіти Херсонської області

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МАТЕРІАЛИ

VII Обласної студентської науково-практичної англомовної конференції
«Education abroad »



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Матеріали VII обласної студентської науково - практичної англомовної конференції для закладів фахової передвищої освіти «Education abroad» (Відокремлений структурний підрозділ «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка», м. Одеса, 20 травня 2025 року). Одеса: ВСП ХПФК Національного університету «Одеська політехніка», 2025. 58 с.

Наведені матеріали подані для обговорення на VII обласній студентській науково - практичній англомовній конференції для закладів фахової передвищої освіти «Education abroad». В матеріалах висвітлено результати досліджень щодо можливостей навчання українського студентства за кордоном, шляхів їх адаптації та соціалізації.

СКЛАД ОРГАНІЗАЦІЙНОГО КОМІТЕТУ:

Яковенко О.Є., к.т.н., доцент, директор відокремленого структурного підрозділу «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка».

Ротань Н.В., к.е.н., заступник директора з навчальної роботи відокремленого структурного підрозділу «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка».

Сіліщенко О.П., голова ЦК «Іноземна мова» відокремленого структурного підрозділу «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка».

СКЛАД ПРОГРАМНОГО КОМІТЕТУ:

Павліченко О.В., викладач іноземної мови за професійним спрямуванням відокремленого структурного підрозділу «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка», кваліфікаційна категорія «спеціаліст вищої категорії».

Аносова Ю.П., викладач іноземної мови за професійним спрямуванням відокремленого структурного підрозділу «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка», кваліфікаційна категорія «спеціаліст вищої категорії».

Наумкіна О.В., викладач іноземної мови за професійним спрямуванням відокремленого структурного підрозділу «Херсонський політехнічний фаховий коледж Національного університету «Одеська політехніка», кваліфікаційна категорія «спеціаліст вищої категорії».

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SECTION 1

INTERNATIONAL EXCHANGE AND TRAINING PROGRAMS FOR UKRAINIAN STUDENTS: OFFERS, REQUIREMENTS, CONDITIONS.

Humeniuk A.

Academic adviser: Savvina Y.

Separated structural unit “Maritime applied college of Kherson State Maritime Academy,
Kherson

EXCHANGE OF EDUCATIONAL EXPERIENCE BETWEEN THE MARITIME APPLIED COLLEGE AND BRITISH TEENAGERS

In today's interconnected world, international collaboration in education is very important, because it broadens students' perspectives and promotes cultural understanding. One such initiative is the HELLO Project, which connected students from the Maritime Applied College and British teenagers, providing a unique platform for the exchange of knowledge, skills, and experiences. As a first-year cadet at Kherson Maritime Applied College, I participated in this program to improve my conversational English and share my experiences and observations. I also improved my listening skills during 8 meetings.

The HELLO Project, an initiative by the University of Plymouth [1], supports international students by pairing them with local British students. The program facilitates communication, cultural exchange, and mutual learning, helping participants adapt to different educational and social environments. The primary goal of the exchange between Maritime Applied College students and British teenagers was to enhance their educational and social experiences. Key objectives included improving English language proficiency, promoting cultural awareness, providing insights into different teaching methodologies, and strengthening communication and interpersonal skills. The meetings were online for 8 weeks.

The HELLO Project included various activities that encouraged collaboration and learning. Participants engaged in discussion groups, sharing experiences, comparing educational systems, and discussing cultural differences (such as local cuisines, recipes, and medicine). Language support sessions offered guidance in improving English proficiency through informal conversations and structured exercises (the most effective/interesting for participants were games). Social and cultural events, including participation in local traditions and interactive workshops, provided immersive experiences (presentations about cities, dishes, traditions, and gadgets). The University of Plymouth's English Language Centre (ELC) was involved in the HELLO Project [3].

My personal experience allowed me to learn about maritime practices and education in the UK and develop valuable skills. I also observed differences in teaching and learning styles.

The exchange program offered numerous advantages. For Maritime Applied College students, it provided exposure to a different educational system, improved language skills, and the opportunity to build friendships with British peers. For British teenagers, it fostered a deeper understanding of global cultures, developed mentoring skills, and enhanced communication abilities.

The exchange yielded significant outcomes and benefits. Educational benefits included enhanced subject knowledge, development of practical skills, and exposure to different educational systems.

Cultural exchange benefits encompassed improved intercultural communication skills, increased global awareness, and breaking down stereotypes. Personal growth included increased independence and confidence, improved language skills, and broadened perspectives.

For international students, the program facilitated cultural integration through engagement with home student buddies, enhancing their understanding and appreciation of local customs and traditions. Regular interactions provided a practical environment for improving English language proficiency, particularly in conversational contexts, and building friendships helped alleviate feelings of isolation and foster a sense of belonging. Home students gained cross-cultural understanding, broadening their global perspective. The experience enhanced communication skills, empathy, and cultural sensitivity, valuable in personal and professional settings, and contributed to community building.

In conclusion, the exchange of educational experiences between the Maritime Applied College and British teenagers through the HELLO Project highlighted the importance of international collaboration in learning. By fostering cultural exchange, language improvement, and mutual academic support, the program equipped students with valuable skills for their future academic and professional endeavors [3]. The University of Plymouth has also celebrated dual graduates with Ukrainian partners [4].

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Osadchy A.

Academic adviser: Savvina J.

Maritime Applied College of Kherson State Maritime Academy,
Kherson

COOPERATION OF THE LATVIAN MARITIME ACADEMY WITH UKRAINIAN CADETS OF KHERSON STATE MARITIME ACADEMY

In modern conditions, international academic solidarity is taking on new forms and significance. This is especially true in the field of higher professional education, which must remain stable even in the most difficult crisis situations. One example of such stability is the cooperation between the Kherson State Maritime Academy (KSMA) and the Latvian Maritime Academy (Latvijas Jūras akadēmija, LMA). Both educational institutions are united by a common goal: to maintain the continuity of maritime education, provide high-quality training to future specialists, and support cadets who have suffered from the consequences of military aggression.

History of cooperation and signing of the agreement

The official basis for cooperation between the KSMA and LMA was laid even before the start of Russia's full-scale invasion of Ukraine. On November 2, 2018, the Agreement on Cooperation between the Kherson State Maritime Academy and the Latvian Maritime Academy was signed. This document provided for:

1. Mutual academic exchange of cadets and teachers;
2. Participation in joint scientific projects;
3. Joint development of curricula in accordance with International Maritime Organization (IMO) standards;
4. Cooperation in the field of simulation training and practical training.

The agreement became a logical step in the development of the international strategy of KSMA, which at that time was already actively cooperating with the academies of China, Lithuania, Kazakhstan, Georgia and other countries.

Implementation of support in wartime conditions

After the start of a full-scale invasion in February 2022, the situation in the city of Kherson became critical. The occupation of part of the territory, restrictions on movement, destruction of infrastructure - all this made it impossible for the full functioning of the educational process. In these conditions, the KSMA administration turned to its international partners for support, and the Latvian Maritime Academy was one of the first to respond. Based on the agreement signed in 2018, an urgent admission of a group of Ukrainian cadets was organized, who were given the opportunity to:

1. Continue their studies at the LMA - in the specialties of "navigation", "operation of ship power plants";
2. Work on world-class simulators that simulate navigation, emergency and engineering situations;
3. Undergo internships and practice in European shipping companies that cooperate with the LMA;
4. Receive free accommodation in dormitories, meals, psychological support and consultations;
5. Study English, in groups with international students, which allowed them to improve their professional language skills. [1]

Academic and teaching interaction

During martial law, it is important not only to preserve the educational process, but also to improve teaching methods. KSMA teachers were actively involved in distance learning for cadets who were in Latvia, ensuring the continuity of educational programs. In turn, Latvian teachers conducted specialized courses, trainings, and consultations for Ukrainian colleagues. In particular, the following were jointly implemented:

- Webinars on navigation and engineering;
- Methodological seminars on the digitalization of maritime education;
- Joint applications for EU grant programs (for example, Erasmus+). [2]

Support from international organizations

The success of the partnership between the KSMA and the LMA was also made possible thanks to the support of European structures, including:

1. International Maritime Organization (IMO): provided methodological support and resources to maintain the educational process;
2. Association of Maritime Universities in Europe (IAMU) facilitated logistics and exchange of experience;
3. European Commission supported the financing of cadets' participation in mobility programs.

Development prospects

After the situation in Ukraine stabilizes, both academies plan to continue and expand their cooperation:

- To create dual degree programs that will allow cadets to receive diplomas from both institutions;
- To introduce joint research laboratories, in particular in the field of marine ecology and energy;
- To organize annual academic forums dedicated to maritime security issues in the Black Sea-Baltic region.

Conclusion

The partnership between the Kherson State Maritime Academy and the Latvian Maritime Academy is an example of not only inter-university cooperation, but also deep humanitarian support. Thanks to the agreement, Ukrainian cadets were able to avoid losing their profession, continue their studies and remain in the global maritime community. This is a vivid example of how intergovernmental academic partnerships can save the lives of young people in the most difficult times and at the same time strengthen international trust, professional standards and human dignity.

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Korolkov D.

Academic advisor: Tokarieva O.

Separated structural unit Maritime Applied College of
Kherson State Maritime Academy,
Kherson

THE PROGRAMS CAN PROVIDE FUTURE FOR UKRAINIAN STUDENTS

Education abroad is gaining popularity daily among Ukrainian youth who want high-quality knowledge and rich experience. International exchange and study programs provide not only the opportunity to deepen knowledge, but also help to broaden the worldview and get acquainted with the culture of other countries. Ukrainian students are highly valued among European and American universities due to their diligence, perseverance and high achievements. A high level of knowledge of a foreign language and thorough preparation increase the chances of participating in the programs. In

this article, we will consider the offers, conditions and requirements of the most popular exchange and study programs for Ukrainian students.

Global UGRAD Program

Offers: The Global UGRAD Program allows undergraduate students to study for one semester at a U.S. university without earning a degree. Applicants for the Global UGRAD program are considered without regard to gender, age, color, religion, or ethnicity.[1]The Global UGRAD program is open to applicants based on academic and personal merit.

Terms: The program provides all-inclusive tuition, housing, meals, airfare, and health insurance. The program focuses on leadership development and volunteerism.

Requirements: students must have Ukrainian citizenship, reside in Ukraine and study at a higher educational institution in Ukraine in the 1st-2nd year (bachelor's program), be over 18 years old at the time of starting their studies in the USA, have a high level of academic success, social activity and leadership potential, speak English at a level sufficient for studying and communicating in an English-speaking environment, upon completion of the program, return to Ukraine and continue their studies at a Ukrainian university for at least one academic year.[2]

Fulbright Program

Offers: is a prestigious international scholarship program that provides Ukrainian students with the opportunity to study, conduct research or teach at US universities. The most relevant for Ukrainian students is the Fulbright Graduate Student Program, which allows you to obtain a master's degree at American universities.

Terms: Study in the USA for one to two years at master's programs at leading American universities, full coverage of tuition fees, accommodation, medical insurance, visa and flight expenses, the opportunity to obtain an American diploma, expand academic knowledge and establish international contacts.[3]

Requirements: the candidate must be a citizen of Ukraine and reside in Ukraine at the time of the competition, have a bachelor's degree or have completed undergraduate studies, have a sufficient level of proficiency in English (TOEFL level - at least 80 points), and be committed to returning to Ukraine for two years after completing the program..

Erasmus+ program

Offers: This is an initiative of the European Union that provides Ukrainian students with the opportunity to study, undergo internships or participate in youth exchanges in European countries. This is a great chance to gain international experience and improve their knowledge of foreign languages.

The Erasmus+ program offers study abroad: from 2 to 12 months, for medical students - up to 24 months and internships from 2 to 12 months at enterprises, research institutes and other organizations. The program also provides for participation in international seminars, trainings and projects.

Terms: The costs of study, accommodation and travel are partially or fully compensated by the Erasmus+ grant. Students receive a monthly scholarship of about 800–900 euros. Visa costs and health insurance are compensated. Students have access to libraries, textbooks and other educational resources. Teaching is conducted in English or the language of the host country.[4]

Requirements: you must be an officially enrolled student of a Ukrainian higher education institution at the time of application, be a student of a junior bachelor's, bachelor's, master's, postgraduate and doctoral studies, have a high GPA and no academic debts, have English at least level B2, you must write a motivation letter justifying the desire to participate in the program, you must have letters of recommendation from teachers or academic supervisors.

International exchange programs open up extremely wide opportunities for Ukrainian students for personal and professional development. They help to gain access to the best world educational programs and standards. In addition to academic knowledge, students develop international communication and adaptability skills. Participation in such programs is often an important step towards building a successful career. Ukrainian students who have gained experience studying abroad make an important contribution to the development of the state and society. Participation in international exchange programs is an important investment in the future success of young Ukrainians and Ukraine.

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Kokenko V.
Academic adviser: Sidenko N.
 Izmail Agrotechnical Professional College,
Izmail

INTERNATIONAL EXCHANGE PROGRAMS: OPPORTUNITIES AND CHALLENGES FOR UKRAINIAN STUDENTS

The main objective of student exchange programs is to create opportunities for academic, cultural and personal development of participants through international cooperation. Student exchange programs play an important role in developing future leaders who are able to work in a multinational environment and solve complex global problems.

Benefits and opportunities of international exchange for students are as following: cultural enrichment, new skills and experiences, academic growth, job prospects, independence and confidence.

The oldest and the most prestigious international program for exchange of scholars and students is the Fulbright program, established in 1946 and funded by the United States government. It supports academic exchanges with 155 countries of the world today and operates some specialized programs.

The Fulbright Graduate Student Program provides an opportunity for graduate students to combine study and research, to earn a Master degree, to take advanced courses, to broaden an academic perspective.

The Fulbright Research and Development Program provides opportunities for scholars and professionals to conduct research,

The Fulbright Foreign Language Teaching Assistant Program (FLTA) provides young teachers of Ukrainian language, recent graduates or young professionals the opportunity to refine their teaching skills and broaden their knowledge of American cultures and customs while strengthening the instruction of foreign languages at colleges and universities in the United States.

The Fulbright Visiting Scholar Program offers research opportunities at U.S. universities and research institutions for scholars, researchers and other professionals for a period from 3 to 9 months. Academic candidates must have a post-graduate academic degree PhD [1].

Another exchange program is Future Leaders Exchange Program (FLEX). It is a cultural exchange program of the Bureau of Educational and Cultural Affairs of the US Department of State supported by the Ministry of Education and Science of Ukraine. The program provides Ukrainian students with an opportunity to study in a US high school and live in an American host family for one academic year.

FLEX was established in 1992. The primary goal of FLEX is to improve mutual understanding between our countries and allow young citizens of Eurasia to have the opportunity to observe and experience the American system of civil society. Participants have to meet the following criteria: be born in period 01.01.2008 -15.07.2010; attend high school in Ukraine and be a student of the 8th, 9th or 10th grade; have good and excellent grades; know English; be a citizen of Ukraine; meet the J-1 visa requirements and not having stayed in the USA for three months or more during the past five years. FLEX is free for everyone and covers the following: travel from home city in Ukraine to the host city in the US and back; pre-program preparation; stay with an American host family for one academic year; admission to an American high school; medical insurance; monthly stipend that constitutes \$200; additional allowance that constitutes \$300 necessary to buy basic school-related items [2].

Erasmus+ is the EU's program to support education, training, youth and sport in Europe. The program is named after the Dutch philosopher, theologian, Renaissance Humanist, monk Desiderius Erasmus of Rotterdam. The program involves the 27 EU Member States and 6 non-EU associated ones [4]. The objective of Erasmus+ is to promote transnational learning mobility and cooperation, making it a means of improving quality and excellence, supporting inclusion and equity, and boosting innovation in the fields of education, youth and sport. In all these sectors, the aim is to provide support, through lifelong learning, for the educational, professional and personal development of participants in Europe and beyond. The Erasmus Program had previously been restricted to applicants who had completed at least one year of high-level study, but it is now also available to secondary school students having B2 or higher level of knowledge of English or another language of the country of study. Program covers tuition fees, living allowance, travel expenses. There are many benefits, including the chance to learn another European language and to experience life within a different culture.

A main part of the program is that students do not pay extra tuition fees to the university that they visit. Students can also apply for an Erasmus grant to help cover the additional expense of living abroad. Students with disabilities can apply for an additional grant to cover extraordinary expenses.

Erasmus has positively impacted higher education, bringing educational, social, cultural, and economic benefits to institutions. It professionalizes international cooperation, strengthens academic ties, fosters research collaborations, and forms informal networks, creating friendships across borders [3].

EF Language Year Abroad is one of the most acknowledged exchange programs in the United Kingdom with over 50 years' experience. It presents a payment plan that covers accommodation and transportation.

My Education (U.K.) is a former student exchange program founded in 1995 and they have done a remarkable job in conducting successful student exchanges all over the world. It is a seasoned and independent organization that propagates student exchange programs to broaden their horizons on various aspects of academic offerings.

Nacel Student Exchange Canada invites international students for a semester or a school year in the Canadian institutions across Manitoba, Toronto, Montreal, Nova Scotia and Prince Edward Island. Canada is attractive for its culture diversity and high educational standards [4].

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Kyrychenko T.

Academic adviser: Silishchenko O.

Separated structural unit «Kherson polytechnic professional college of the National university «Odeska Politehnica»,
Kherson

PATHWAYS TO STUDY ABROAD: EXCHANGE AND TRAINING PROGRAMS FOR UKRAINIANS

Due to the ongoing war in Ukraine, many international institutions and organizations have introduced or expanded scholarship programs specifically to support Ukrainian students. These initiatives aim to ensure that students affected by the conflict can continue their education without interruption and in safe environments. International educational programs present invaluable opportunities for Ukrainian students seeking academic and professional growth. These programs offer access to world-class education, exposure to new cultures, and pathways to global careers.

According to researches, a great number of leading world universities offer international educational programs that are affordable for Ukrainian students.

Global Undergraduate Exchange Program (UGRAD – USA)

One of the most prestigious opportunities for undergraduate students from Ukraine is the UGRAD program, funded by the U.S. government. It offers the chance to spend one academic semester studying at a college or university in the United States. What makes it even more attractive is that the program is fully funded — covering tuition, housing, travel expenses, health insurance, and a living stipend [1]. Eligible applicants must be 1st- or 2nd-year students at Ukrainian universities, demonstrate strong academic performance and English proficiency [1]. A key condition is a commitment to return to Ukraine after completing the program — the idea is not brain drain, but rather preparing future leaders to rebuild the country.

Educational Opportunities in Finland for Ukrainians

Finland has shown particular support for Ukrainian students. Those who hold temporary residence permits in Finland can access free education through various study options. These include individual courses via open universities, non-degree study paths, and full programs that can lead to recognized degrees [2]. What makes the Finnish approach special is its flexibility — even if you're not ready to pursue a full degree, you can start with selected subjects and gradually work toward formal enrollment [2].

FreeStudent Program in Slovakia — Tuition-Free Education for Ukrainians

For those considering opportunities closer to home, Slovakia's FreeStudent program is worth exploring. Through this initiative, Ukrainian citizens can apply for free university education in Slovakia by submitting applications via a dedicated Ukrainian platform [3]. Participating universities include well-known institutions like the Technical University of Košice and the Academy of Performing Arts in Bratislava [3]. This is a real chance to earn a European diploma without major financial burdens while staying in a culturally familiar environment.

Erasmus Mundus — Study in Three European Countries

If you're interested in earning a master's degree abroad, the Erasmus Mundus program is one of the most valuable options. It provides fully funded scholarships for master's studies at multiple universities across Europe [4]. Many programs even allow students to study in three different countries, offering a rich and diverse academic experience [4]. Scholarships typically cover tuition, monthly allowances, and insurance. Beyond academics, this program fosters global perspectives and intercultural communication — skills highly valued in today's interconnected world [4].

Finnish Universities of Applied Sciences

Special attention should be given to Finland's Universities of Applied Sciences such as Metropolia, JAMK, and Kajaani. These institutions offer bachelor's and master's degree programs in English, focusing on a blend of theory and practice [2]. Students benefit from internships, international exchange options, and strong career preparation. The Finnish education model emphasizes independence, critical thinking, and real-world problem-solving — qualities that empower students to succeed in a global job market.

General Requirements for Participation

While specific requirements may vary between programs, several common criteria often apply:

- Ukrainian citizenship
- Demonstrated strong academic performance
- Proficiency in the English language
- A compelling motivation letter outlining the applicant's goals and reasons for applying
- Letters of recommendation from academic instructors or relevant professionals
- Adherence to any additional criteria specified by the chosen program

At present, international educational programs provide crucial support for Ukrainian students, helping them continue their studies in safe and high-quality environments. These opportunities not only ensure academic growth but also equip students to contribute to Ukraine's future recovery and development.

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Tatarevski K., Mostovyh E.
Academic adviser: Naumkina O.

Separated structural unit «Kherson polytechnic professional college of the
National university «Odeska Politehnica»,
Kherson

INTERNATIONAL EXCHANGE: BENEFITS AND OPPORTUNITIES FOR STUDENTS

Studying abroad has a great impact on a young person's life, especially on their career. There are several good reasons why studying abroad is the right choice:

1. Studying abroad in certain countries, universities or in certain industries is highly valued both in Ukraine and by employers in any other country.
2. Working and studying in a team with representatives of other cultures will give you an outstanding experience that is highly valued in today's labour market.
3. Communicating in a multicultural environment has a great advantage - you can get not only friends from all over the world, but also useful connections for a successful career.
4. An international diploma will open up the opportunity to work in leading companies around the world.
5. Many state universities offer free study programmes for Ukrainian students.

The education system abroad may differ from country to country and university to university, but in general it aims to provide knowledge that covers the latest trends. Thus, it tries to make education relevant to the modern global labour market. In addition, the number of study abroad places is adapted to the market needs for the coming years.

Universities abroad are known for the friendly relations between professors and students. Abroad, students and professors speak as colleagues. Young people are not afraid to express their opinions at

lectures and ask questions if they do not understand. This helps them to participate more actively in lectures, which is similar to discussion panels."^[1]

International exchange programmes open up wide opportunities for students, providing not only knowledge but also personal development and international networking.

Academic mobility programmes are a great opportunity to step out of your comfort zone, try your hand at something new, gain new knowledge, professional skills and experience, and improve your foreign language skills. It is an opportunity to learn personally about the peculiarities of the educational process and teaching methods abroad, immerse yourself in an unfamiliar culture, meet new friends and spend time in a fun, interesting and useful way. Academic mobility expands the boundaries of professional self-realisation and adds competitive advantages in the international labour market.

Students have the opportunity to choose the subjects they are most interested in. It is important to note that the period spent abroad is considered as a full and proper education, and all grades received by the student at the partner institution will be transferred to the student's diploma.

In order to participate in the academic mobility programme, a student must successfully pass the competition.

Currently, the largest special programme offering educational mobility in the EU is Erasmus+

Erasmus+ is a European Union programme that offers scholarships for study, internships and teaching in EU member states and partner countries. Ukrainian students have the opportunity to study at European universities for a semester or a year.

The main conditions for student admission to the competition are:

- 1) high academic performance (grade point average for the entire period of study is not lower than 85);
- 2) knowledge of a foreign language (at the B2 level, in most cases, a certificate of language proficiency is required);
- 3) active scientific activity (publications, conferences, etc.) will be a plus;
- 4) a great desire and courage to discover the world.

Applicants must also clearly justify their choice of programme and university, as well as demonstrate their achievements and interest in studying abroad. [2]

Global UGRAD is a programme administered by the Bureau of Cultural and Educational Programmes at the United States Department of State.

Global UGRAD is a chance for bachelor's level students to study for 1 year at universities, 2-year or 4-year colleges in the United States.

Participants are selected on the basis of an open competition. During the 1st semester, the participants work 20 hours or more as volunteers. During the 2nd semester, they undergo a professional internship.

First-year students (for the period of application) live with families or in a dormitory for students, while attending a 2-year college.

The exchange programme is fully funded and includes the following:

- obtaining a visa;
- payment of travel costs from the exchange participant's place of residence to the relevant university in the United States and back after the study;
- medical insurance;
- student fees and tuition fees;
- meals and accommodation;

- scholarship;
- money to buy textbooks.

Semi-finalists of the programme take the TOEFL exam. The test plays an important role in university admissions.[3]

International education programmes are an opportunity not only to get a quality education, but also to broaden your horizons, find new friends and open doors to the global labour market.

Ukrainian students should actively research the available opportunities, carefully study the requirements and conditions of each programme, and prepare a high-quality package of documents for successful participation in an international exchange or internship. This will be a valuable experience for their personal and professional growth.

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SECTION 2

HIGHER EDUCATION FOR UKRAINIAN YOUTH IN THE LEADING UNIVERSITIES OF THE WORLD.

Komirenko S.

Academic adviser: Savvina J.

Separated Structural Unit «Maritime Applied College of Kherson State Maritime Academy»,
Kherson

GERMANY'S TUITION-FREE EDUCATION: MYTH OR REALITY?

In the last years, Germany has become one of the most popular places for international students, especially Ukrainians that want to get a good education. Many teens hear about "tuition-free" studies and get very interested. But is it really true that you can study in Germany for free, or is there something that we don't know?

First, we need to explain what "tuition-free" really means. Public universities in Germany do not charge money for most bachelor's programs. This rule is the same for German and international students, including Ukrainians. But students still have to pay a small semester fee, which varies between 100 and 400€. This fee covers paperwork, student services, and sometimes a public transport ticket [1]. In some states like Baden-Wurttemberg, non-EU students may still pay small tuition fees, around 1,500 euros per semester, so it is important to check the rules of each university [2]. Another important thing is the cost of living. Students must pay for housing, food, health insurance, and other things. Living expenses can be about 800 to 1,200 € per month, depending on the city [3]. Big cities like Munich or Frankfurt are more expensive than smaller towns. Many students live in student dormitories, which are cheaper than private flats, but places are limited, so applying early is very important.

Kateryna B., a Ukrainian student who started studying at the University of Cologne in 2022, shared her experience: "I was so happy that I didn't have to pay for tuition, but I quickly understood that living costs were high. I had to plan my budget carefully. Still, the education and chances I got made it all worth it."

It is interesting to mention that there are also many scholarships, like DAAD (German Academic Exchange Service) scholarships, which help students with money [1]. Some universities have their own scholarships too. Plus, students can work part time during their studies, up to 120 full days or 240 half days a year. Many students find jobs in cafes, shops, or as student assistants at universities. This work not only helps with money but also improves German language skills.

To enter a German university, you often need to know the German language at a B2 or C1 level. Some programs are in English, which makes it easier for international students. To improve their language skills before starting their studies, many students attend Studienkolleg (preparatory courses) [3]. Also, to get a student visa, you must show that you have enough money to live in Germany. Usually, students must open a special blocked account (Sperrkonto) with around 11,208 euros for one year [3]. Even with these requirements, many Ukrainian students find studying in Germany like a great experience. They enjoy the strong education system, international atmosphere, and good job opportunities in Germany and other European countries. Germany is also famous for its research

opportunities, with many universities working closely with industries, offering internships and future employment chances.

In conclusion, Germany really offers tuition-free education, but students need to be ready to pay for living expenses and follow some rules. With good planning, studying in Germany can be a great chance for students to receive a high-quality education, receive international experience, and build a successful career.

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Sokolenko S.

Academic adviser: Savvina J.

Maritime Applied College of Kherson State Maritime Academy,

Kherson

STUDYING AT THE LITHUANIAN MARITIME ACADEMY FOR THE UKRAINIAN STUDENTS OF KHERSON STATE MARITIME ACADEMY

Lithuania is an important center of maritime education in the Baltic region, offering Ukrainian students wide opportunities for obtaining high-quality education and professional development. In such difficult situation in Ukraine, studying in Lithuania becomes is not only an alternative, but also a promising path for future seafarers and ship engineers. The Lithuanian Maritime Academy (LMA) has played a key role in training specialists, and its reorganization by joining the Vilnius Gediminas Technical University opens up even broader horizons for students.

Quality of education and practical training:

Education in Lithuania for seafarers is based on international IMO standards and the STCW Convention, which guarantees compliance with modern requirements. The educational process uses: Modern training equipment and simulators that allow students to simulate real sea conditions and practice crisis situations.

It also provides practical classes in ship management, rescue operations and emergency protocols. It gives the opportunity for sailing practices on ships of international shipping companies, which give students the possibility to gain the necessary experience and find a potential employer.

The training also includes internships on European ships, which helps to familiarize themselves with international standards and prepare for a career in the global maritime industry.[3]

Career opportunities after graduation

Upon graduating from the Lithuanian Maritime Academy or Vilnius Gediminas Technical University, students receive internationally recognized diplomas that open the door to a career in the maritime sector.

After completing their studies, graduates can work in the following positions:

- Navigation officers - responsible for ship management and navigation in the open sea.
- Marine engineers - specialists who maintain ship mechanisms and technical systems.
- Electroengineers - experts in ship electronic equipment.
- Managers in maritime companies and ports who organize logistics processes.

Thanks to double diplomas that can be obtained through joint programs with Ukrainian universities (for example, with the Kherson State Maritime Academy), graduates have significantly more opportunities for employment in international companies.[4]

Interaction between academies

Lithuanian and Ukrainian maritime academies have strong educational ties, which are implemented through:

Exchange of students and teachers - Ukrainian students can study in Lithuania, and Lithuanian students - undergo internships in Ukraine.

Grant and scientific programs - support for scientific research, the latest technologies in the maritime sector.

Double diplomas - study simultaneously in Ukraine and Lithuania to obtain an international certificate. Erasmus+ programs - the possibility of internships and short-term studies at European universities. [1]

Support programs for Ukrainian students

Lithuania actively supports Ukrainian students by offering special programs for adaptation and financing of studies:

State funding - students who have a residence permit in Lithuania can apply for budget places.

Scholarships and grants - special financial programs that help cover the costs of education.

Psychological and social support - counseling centers help students integrate into the education system.

Free language courses - adaptation for students who want to learn Lithuanian or improve their English. Lithuania continues to expand support for Ukrainian students, which contributes to the integration of Ukraine into the international maritime education system.[2]

Conclusion: Obtaining international maritime education in Lithuania is an extremely important step for Ukrainian maritime specialists, especially in the context of Ukraine's aspirations for European integration. High quality of education, compliance with international standards and emphasis on practical training, as well as the opportunity to obtain double diplomas, provide graduates with high competitiveness in the global labor market. Cooperation between Ukrainian and Lithuanian maritime academies, as well as support programs for Ukrainian students create favorable conditions for obtaining such education. This not only contributes to the individual career growth of Ukrainian seafarers, but also opens up broader prospects for the integration of the Ukrainian maritime industry

into the European maritime community, raising its standards and strengthening its positions in the international arena.

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Vodotyka R.

Academic adviser: Primakova O.

Maritime Applied College of Kherson State Maritime Academy,

Kherson

HIGHER EDUCATION OPPORTUNITIES FOR UKRAINIAN STUDENTS AT TOP UNIVERSITIES AROUND THE WORLD

In recent years, access to higher education abroad has become increasingly available to Ukrainian youth, especially in light of recent geopolitical challenges. Many of the world's top universities have opened their doors to Ukrainian students, offering scholarships, fellowships, and support programs aimed at promoting academic growth and international collaboration. Countries such as the United States, the United Kingdom, Germany, Canada and Poland have become popular destinations. Prestigious institutions like Harvard, Oxford, LMU Munich, and the University of Toronto are welcoming Ukrainian students through targeted initiatives. [1]

Study abroad opens up a wide range of promising specialties and areas. It is difficult to imagine one detailed list that could reflect the most popular areas of study. Since the prospects for some professions depend on the country, its economic situation and labor market trends, the lists are often compiled by university research centers that determine which majors were popular in certain years, how many students completed a particular field of study, and what prospects are expected for a given major. [4]

The period of obtaining a particular degree depends on your chosen specialty and university. In some countries, higher education can be obtained by studying at a college or technical school. There may also be their own education system. For example, Canadian colleges have a three-tier education system. Depending on the specialty, universities emphasize practice or scientific research. The approach to education may also be different, but they are connected by one thing - a high level of education. [2] A degree from a foreign university is valued by employers as proof that you enjoy challenges. You will be seen as a courageous person who can adapt to new conditions and work in a team with people from different cultures.

Your educational journey abroad begins with choosing a university. The education system abroad may vary depending on the country and the university, but in general it aims to provide knowledge that covers the latest trends. Thus, it tries to make your education relevant to the modern global job market. In addition, the number of study places abroad is adapted to the needs of the market for the coming years. Universities abroad are known for the friendly relations between teachers and students. Abroad, students and professors talk as colleagues. Young people are not afraid to express their opinions during lectures and ask questions in case of incomprehensibility. This helps to participate more actively in lectures, which resembles discussion panels. [3]

Ukrainian students are particularly drawn to fields like computer science, international relations, medicine, engineering, and law. Universities not only provide academic opportunities but also psychological support, housing aid, and tuition waivers to help students integrate and succeed. [4] When choosing education abroad, you must speak a foreign language.

Many young students refuse to study abroad because of the language barrier. Very often studying abroad is more expensive than in Ukraine.

But, despite facing adversity, Ukrainian youth continue to pursue world-class education, bringing their resilience, talent, and dedication to campuses around the globe. Their presence enriches international communities and builds a promising future for both Ukraine and the wider world.

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Simonov G.

Academic Adviser: Mishukova L.

Separated structural unit "Maritime professional college of
Kherson State Maritime Academy,"
Kherson

THE OPPORTUNITIES FOR UKRAINIAN YOUTH STUDYING ABROAD

In recent years, the opportunity to obtain higher education in the world's leading universities has become increasingly important not only for Ukrainian students but for all young people throughout the world. This trend has been shaped by both desire and necessity – the desire for a high-quality education and international experience, as well as the need caused by some geopolitical problems, especially the ongoing war in Ukraine. Despite the problems, Ukrainian youth and Ukrainian students in general have demonstrated their strong will and determination to achieve academic excellence in the international arena.

Many of the world's best universities, including those in the US, Canada, UK, Spain and other European countries, have opened their doors to Ukrainian youth, often providing scholarships, a wide range of support and emergency grants, and special admission procedures. Such Universities as Harvard, the University of Toronto have launched initiatives to support Ukrainian students displaced by the war or those seeking a more peaceful, safe and stable environment for higher education and overall learning.

A strong knowledge of English is essential for successful study at Harvard, including the ability to understand and express thoughts quickly and clearly. Although you are not required to take an English proficiency exam (such as the TOEFL, IELTS, etc.), you may submit scores if you wish to do so. [1]

Contemporary Oxford is committed to globalization and sustainability. Almost half of the university's students and academic staff hail from countries other than the United Kingdom. It also has several international research collaborations and partnerships. The university's efforts in social, economic, and environmental sustainability include expanding outreach initiatives, closing the gender pay gap, investing in energy-efficient technology, recycling waste, and increasing biodiversity. [2]

The opportunities at Cambridge are like no other – from participating in clubs and societies to finding your way around College and learning to live independently. Most of all, the chance to study a subject you love while surrounded by students and academics who are just as passionate about it as you are leaves you with skills to take forward into life far beyond those you were expecting when you applied. [3]

Many programmes including Erasmus+, Chevening Scholarships, Fulbright and DAAD have played an important role in providing this educational opportunity. In addition, grassroots efforts and non-profit organizations have stepped in to offer training opportunities, financial aid and relocation support.

One of the main areas of the International Affairs Department of KSMA activity covers preparation and implementation of international grant projects in the field of science and education. Along with more than 150 world's countries, Ukraine is included in the list of the Erasmus+ Partner Countries.

The Erasmus+ programme provides grants for a wide range of activities in the field of youth education. The programme affords the opportunity for students, trainees, staff and volunteers to spend time abroad in order to improve their skills and obtain employment. It supports organizations that work in international partnerships and share innovative practices in education, training and youth. [4]

DAAD. The German Academic Exchange Service is the world's largest organization supporting international student and academic exchange. It is a registered association based in Bonn, and its members are all state-accredited higher education institutions and student representatives of these institutions. [4]

Studying at world-class universities gives Ukrainian students more than just academic knowledge. It exposes them to diverse perspectives, opportunities, global networks, cutting-edge research, and the chance to become professionals in a variety of fields. This experience is invaluable not only for personal development, but also for the long-term recovery and modernization of Ukraine. Many Ukrainian students abroad study subjects that are vital to national growth and development, such as international law, public economics, environmental science, engineering, and health care. Some are already involved and contributing new ideas and strategies for post-war reconstruction of our country.

o we can make a conclusion that the international community continues to support Ukraine, investing in its youth and students through education. We may consider it to be perhaps one of the best

forms of support for Ukrainian youth. This will ensure that Ukraine's next generation is equipped not only with knowledge, but also with a vast global perspective

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Polyakov M.

Academic adviser: Pavlichenko O.

Separated structural unit «Kherson polytechnic professional college of the
National university «Odeska Politehnica»,
Kherson

UNIVERSITIES WORLDWIDE AND THEIR SUPPORT TO UKRAINIAN STUDENTS

When Russia launched a large-scale invasion of Ukraine on February 24, the education sector worldwide acted quickly, offering support to Ukrainian universities, students, educators, and scholars, affected by the war in their country. Before the war began, Ukraine was itself a favored study destination among international students. According to data gathered by the education search platform Erudera, there were 80,470 international students in Ukraine in 2019.

<i>Country</i>	<i>University</i>	<i>Type of help</i>
Australia	Australian National University	counselling and psychological services, study support
Bulgaria	Sofia University	donation campaign to raise funds, accommodation, psychological support
Canada	University of Toronto	financial assistance and mental health support
Czech Republic	Masaryk University	special scholarships, financial aid, accommodation, jobs opportunity at MU, psychological helpline

Finland	University of Helsinki, Finland	support for health and wellbeing grants the right to complete non-degree studies
France	Université Claude Bernard Lyon 1	Ukrainian researchers, their families, and doctoral students are welcomed within the framework of the "PAUSE" program and the continuation of studies for one hundred Ukrainian students.
Germany	Technical University of Munich, Germany	financial support, counseling services, studies, and application support
Italy	University of Padua	scholarships, accommodations, and boarding
Poland	University of Wrocław	offering forms of support through service "University of Wrocław with help for Ukraine and Ukrainian students"
Sweden	Stockholm University	support during study time, counselor services, workshops and other activities
United Kingdom	University College London	mental health and wellbeing support, financial support through UCL's Financial Assistance Fund

With days passing by, more universities, student organizations as well as educational institutions, are coming together to ensure that Ukrainian students and staff can manage to flee the country and continue education in other countries in the world.

There are universities worldwide that are helping Ukrainian students and educators. The type of help these universities are offering is mainly academic support, counseling services, free tuition, meals, and more. In 2024, more than 170 000 Ukrainian applicants became students of foreign universities. About 2% of young people with high academic achievements even refused to study at Ukrainian universities on a budget, choosing to study abroad.[1]

Look at some universities and what type of help they provide.

Latvian universities continue to support Ukrainian students. The Government of Latvia allocated 688,000 euros to provide scholarships to Ukrainians for study and research until December 31, 2023. As reported by the Study in Latvia resource, during the current semester (from January to June 2023), Ukrainians received 92 educational scholarships and 20 scientific scholarships in the amount of 259,880 euros. Applications for the next academic year will end on September 15, 2023. Ukrainian students of Latvian public and private higher education institutions can receive a scholarship in the amount of 140 euros per month. Universities can also offer Ukrainian scientists' internships without remuneration, while the state can provide a research scholarship in the amount of 900 euros per month.

The project to support Ukraine of the Ministry of Education and Culture of Finland HERE Ukraine! offers free tuition at three universities of applied sciences: Haaga-Helia, Laurea and Metropolia. These are two-month online courses, upon completion of which you can receive a certificate and use it to obtain a bachelor's or master's degree at Ukrainian universities or other universities in Finland. They

offer educational courses in physiotherapy, social services, real estate and construction, tourism, as well as nursing courses. Some of these classes have been running since March, and some will start in May or Fall 2023. To study for free, you need to be in Finland under temporary protection. Under the description of each course there is a link to the registration form.[2]

FreeStudent is a program which provides for free education of Ukrainian students in the Slovak Republic for free. The project has been working for 8 years with the assistance of the Slovak-Ukrainian cultural and educational society. The program has a Ukrainian-language website where you can immediately apply for admission. Nine universities are participating in the program, including the University of Pavlo Jozef Šafarik in Košice, the University of Musical Arts in Bratislava and the Košice State Technical University.

Polish National Agency for Academic Exchange Issues NAWA offers Ukrainians to continue obtaining higher education in universities in Polish or English. So far, the website has published data on free education during the 2022-2023 academic year, but you can find general information with contacts and necessary documents for admission.[2]

Free education from UNICEF Ukraine

The Ministry of Reintegration of the Temporarily Occupied Territories of Ukraine reported that UNICEF Ukraine offers 5 European grants for students, postgraduates and teachers in universities of different countries. These are annual grants offered to all countries of the world and have very high selection criteria.

Program of international scholarships Chevening, which is funded by the Department of Foreign Affairs for Commonwealth Affairs and Development of Great Britain, has already completed accepting applications for the academic year 2023/2024, but will open applications for scholarships for the year 2024-2025 in August. The study lasts one year, upon completion of which students obtain a master's degree. All Chevening applicants must provide education documents, references and one offer of admission to a UK university for the scholarship period. Also, to participate in the selection, it is desirable to have at least two years of work or volunteer experience, and most importantly, a clear vision of career development after training. You can monitor the selection and status of your application online.[2]

Fulbright is a United States academic exchange program sponsored by the Department of State and administered by the Institute of International Education. Since 1992, more than 1,100 Ukrainians have studied in the United States, while more than 750 Americans have taught in Ukrainian universities and engaged in scientific work. Applicants for admission to the program must have a sufficient command of the English language for professional communication in an English-speaking academic environment, have a bachelor's degree at the time of the award of the scholarship, i.e. in August 2024, and must also return to Ukraine for two years after the end of the grant period. Applications can be submitted until May 16.

French program Eiffel Excellence Scholarship, or the Eiffel Excellence Scholarship encourages international students to study at a master's degree or a postgraduate degree at a French institution of higher education. Master's students under the age of 25 and doctoral students under the age of 30 can participate.[3]

Swiss Government Excellence Scholarships is another program for masters and doctoral students. Recruitment begins in early August.

Holland Scholarship is a scholarship funded by the Ministry of Education, Culture and Science of the Netherlands as well as several Dutch universities. Students can earn a bachelor's or master's

degree. In order to enter the competition, the candidate's nationality does not have to belong to the European Economic Area, the candidate must apply for a full-time bachelor's or master's program at one of the participating Dutch higher education institutions. Also, the prospective student must not have a degree from an educational institution in the Netherlands. The application deadline is May 1 and June 1, 2023.

In conclusion, we can admit, that Ukrainian students have good opportunities and conditions to continue studying even if they had to flee because of war. Large number of educational institutions abroad are ready to open their doors for Ukrainian youth.

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SECTION 3

SOCIALIZATION OF UKRAINIAN STUDENTS IN ANOTHER COUNTRY: LANGUAGE ADAPTATION AND NEW CULTURAL REALITIES, TANGABLE AND INTANGIBLE ASSETS.

Zadorozhnii A.

Academic adviser: Savvina Y.

Separate structural unit «Maritime Professional College Kherson State Maritime Academy»
Kherson

SOCIALIZATION AND ADAPTATION OF CADETS OF KHERSON STATE MARITIME ACADEMY AT LITHUANIAN MARITIME ACADEMY

Socialization of students abroad is a complex adaptation process in the linguistic, cultural, social, and economic environment. Therefore, the participation of cadets from Kherson State Maritime Academy (ХДМА) in the international exchange program with Lithuanian Maritime Academy (ЛМА) is an important step towards forming global competencies.

Socialization (from Latin *socialis* – «social») is the process of integrating an individual into the social environment, during which they actively acquire social experience, roles, norms, and values necessary for effective participation in social life.

In this process, socially significant qualities of personality are formed, as well as knowledge, skills, and abilities that allow a person to act as a full-fledged subject of social relations. Socialization can occur both under the influence of life circumstances and as a result of purposeful educational influence [1].

In psychological and pedagogical literature, various approaches are distinguished in revealing the essence of the concept of «adaptation.» Some authors describe adaptation as a process or result of «adjustment», while others interpret it as «interaction» between a person and another person, a group, or a community, or as «interaction» between a person and the social environment [2].

According to many researchers and scholars, socialization can be linked to adaptation, understood as the ability of an organism to adjust to the surrounding environment. In this context, socialization is often viewed as a continuous process of a person's adjustment to the social environment and as the ability to respond to the behavior of others. At the same time, according to other approaches, adaptation is considered not as a synonym but as a component of socialization — one of its mechanisms [1].

The initial adaptation of cadets from the Kherson State Maritime Academy (KSMA) at the Lithuanian Maritime Academy (LMA) begins with orientation in a new environment — both in a literal and figurative sense. The new space, the architecture of the Baltic region, and the daily rhythm of life in Klaipeda are noticeably different from the familiar context of Kherson. Even simple tasks — using public transport or getting acquainted with local traditions — become sources of new knowledge and experience. This first immersion, although not always easy, is key to developing resilience and adaptability — traits that are particularly valued in the maritime profession [3].

In addition to new living conditions, students face a different academic culture. Despite the common goal of training professional sailors, the approaches to learning, assessment requirements, and priorities in the curricula at KSMA and LMA may differ. Therefore, cadets must adapt their learning

approaches, be open to new forms of communication with instructors, actively engage in the learning process, and gain a deeper understanding of the nuances of the Lithuanian educational system. This fosters intellectual flexibility and broadens their horizons [4].

The most significant aspect of adaptation is social integration. Interaction with Lithuanian students, instructors, and the local population opens up new sociocultural horizons. Overcoming the language barrier, understanding the subtleties of interpersonal communication, and forming new connections require empathy, openness, and a willingness to step outside of the familiar. Participation in academic and extracurricular activities promotes mutual understanding, breaks down stereotypes and builds intercultural bridges [3].

Moreover, the studying at LMA provides cadets from KSMA with the opportunity for direct contact with the international maritime community. Thanks to Lithuania's strategic location on the Baltic Sea and its developed maritime traditions, cadets have the chance to familiarize themselves with European standards, professional practices, and build valuable professional contacts, which will positively impact their future careers.

However, adaptation rarely occurs without difficulties. Cultural shock, nostalgia, and emotional fatigue are all possible components of the process. Nevertheless, both academies create conditions for a smooth transition into the new environment: support services are in place, mentoring programs are organized, and cultural exchanges are facilitated. This significantly eases adaptation, promotes emotional resilience, and teaches vital skills necessary for effective work in multinational crews and under international maritime regulations.

Thus, the exchange between KSMA and LMA is not just an educational process, but a comprehensive immersion into a new world. Cadets not only acquire professional knowledge but also learn to interact in an intercultural environment, adapt to diverse conditions, and develop both personal and professional qualities. Such experience not only shapes globally competitive maritime specialists but also contributes to strengthening international dialogue and cooperation in the field of maritime education.

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Derkachenko N.
Academic adviser: Makarevych I.
 Separated structural unit «College of economics and technology
 of Kherson National Technical University»,
 Kherson

LANGUAGE ADAPTATION OF UKRAINIAN STUDENTS ABROAD

Due to Russia's war in Ukraine, Ukrainian refugees have spread across various countries in Europe [1].

According to the UN, 1.8 million children have left Ukraine since the beginning of the full-scale invasion. The highest number of them, 1.1 million, have left for Poland, as well as for other countries neighboring Ukraine: Moldova, Romania, Czech Republic, Slovakia, and Hungary.

But staying in a foreign country is a challenge. According to data from multiple OECD countries, Ukrainians face many barriers:

1. Lack of knowledge and resources among teachers abroad.
2. Academic difference.
3. Possible lack of technical equipment for studying.
4. Lack of the Ukrainian Studies component.
5. Double workload of Ukrainian students.
6. Language barrier.

Of course, language barrier is among the most common hurdles for students who continue their education abroad. For secondary school students, teaching is conducted mostly in the local national language, which Ukrainian students did not learn at their schools. Meanwhile, college students may have an opportunity to study at English programs, but the language barrier may be an obstacle to their integration in the host country [3].

According to the study, only 18% of Ukrainian refugees speak B2 or higher (i.e. a level that allows them to communicate confidently in a wide range of situations, work and study).

Language proficiency levels were distributed as follows:

- 👤 None 12,2%
- 👤 A1: 31,1%
- 👤 A2: 20,5%
- 👤 B1: 18%
- 👤 B2: 10,3%
- 👤 C1: 5%
- 👤 C2: 3%

The study revealed significant differences by country:

- 👤 Canada: 42,6%
- 👤 United Kingdom: 40%
- 👤 USA: 29,7%
- 👤 Poland: 19,7%
- 👤 Germany: 19,7%

-  Italy: 18,42%
-  Czech Republic: 13,9%
-  Other countries: 13,1%
-  Spain: 11,4%
-  Romania: 0%

The total for the sample is 18.3%.

The reason for the higher rates in English-speaking countries (Canada, the United Kingdom, and the United States) may be the initial knowledge of English of many Ukrainians before leaving. In German- and Polish-speaking countries, a longer period of adaptation is usually required due to the significant differences between these languages and Ukrainian and the higher complexity of the grammar [2].

Solving the language issue for Ukrainian refugees should be viewed from two points of view: in the short term, as there are many qualified workers able to provide necessary services to Ukrainians in their native language, and in the long-term, in the context of the refugee's further integration into hosting economies [1].

Many private, volunteer, and even governmental initiatives are aimed at helping refugees study the local or commonly spoken language. These initiatives offer different platforms, courses or other kinds of assistance for different life situations. But all these initiatives lack coordination and, in most cases, are not enough to cover the demand for studying languages [1].

In fact, refugees learn the language of the host country through a variety of formal and informal methods, often influenced by access to resources, support systems, and personal motivation. Here's an overview of how the process typically works.

According to experts, it takes 800 to 1000 hours of study to reach B2 in German or Polish with zero knowledge. If you spend at least an hour a day studying, it can take up to three years. That is why in a number of countries, refugees are actively motivated (or even obliged) to attend language courses.

In Germany, Ukrainian refugees are required to attend integration and language courses as part of the social assistance program (Bürgergeld). Failure to comply with this requirement can result in a 30% reduction in benefits. As a result, the proportion of those enrolled in special courses in Germany is the highest.

It is worth noting that the percentage of refugees who receive language training differs across countries.

-  Germany: 57,1%
-  Italy: 52,6 %
-  Canada: 42,6%
-  United Kingdom: 40%
-  Other countries: 37,3%
-  United States: 32,4%
-  Czech Republic: 29,2%
-  Poland: 12,3% [2].

All in all, Ukrainian students abroad face such difficulties as a lack of qualified teachers, academic differences, lack of technical equipment, lack of Ukrainian studies, double academic load and, of

course, the language barrier. Most Ukrainians have a low level of foreign language proficiency, especially in countries with more complex languages, such as German and Polish.

To solve this problem, it is proposed to attract Ukrainian-speaking specialists in the short term and to promote the learning of local languages by refugees in the long term through various initiatives. Recommendations for host countries include:

- To involve more Ukrainians in providing social services, primarily medical workers and teachers. They should be involved in providing both translation and assistance.
- Encourage private businesses to involve Ukrainian speaking refugees in communication facilitation at different levels. The encourage measures might differ from some tax benefits to some free advertisement with a unique ‘sign/status/award’;
- Extend the accessibility for language courses as the demand is high, but not all refugees can enroll in the courses. These courses might also include the study of the Ukrainian language by the host country population due to significant demand from them;
- Elaborate ‘transitional’ or ‘adaptation’ programs for schools and universities with the study of a local language. These initiatives would take effect at mid-term perspective (2-3 years) and have an additional impact by providing workplaces for Ukrainian refugees and would facilitate their integration, all while promoting closer EU-Ukraine ties in the future;
- Elaborate on the ‘train the trainers’ programs, which would be useful in further process of European integration of Ukraine and solve the possible language barrier brake in Ukraine’s future EU integration;
- Elaborate and ensure the proper functioning of a common EU-Ukrainian database of interpreters and translators; [1].

To sum up, the conflict in Ukraine has forced millions, including large numbers of children, to seek refuge across Europe, especially in nearby countries. One of the most significant challenges they encounter is adapting to a new language, which affects their ability to learn and integrate into society. To address this, many host countries have introduced language support programs, integration courses, and educational assistance aimed at helping refugees overcome linguistic barriers and adapt more effectively to their new environments.

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Koval Y.

Academic advisor: Tokarieva O.

Separated structural unit Maritime Applied College of
Kherson State Maritime Academy,
Kherson

ADAPTATION OF UKRAINIAN STUDENTS ABROAD: LINGUISTIC AND CULTURAL CHALLENGES

In today's globalized world, an increasing number of Ukrainian students choose to study abroad, seeking quality education and international experience. However, beyond academic challenges, they face the necessity to adapt to new linguistic, cultural, and social environments. The process of socialization in a foreign country is complex and multifaceted, requiring students to be flexible, open-minded, and ready for change.

Language barriers are among the primary challenges for Ukrainian students abroad. Even those with a high level of foreign language proficiency may experience difficulties in everyday communication, especially in academic settings. Unfamiliar accents, idioms, and specific terminology can complicate understanding lectures and participating in discussions [1].

To overcome these difficulties, many universities offer language courses and support for international students. Active participation in such programs, as well as communication with local students, helps to adapt more quickly to the linguistic environment. Cultural differences can manifest in various aspects of life: from teaching and assessment styles to social norms and behaviors. In some countries, active discussion during classes is encouraged, while in others, more emphasis is placed on independent study.

Ukrainian students may experience culture shock, feelings of isolation, or misunderstandings. It is important to be open to new experiences, learn local traditions and customs, and maintain a connection with Ukrainian culture through participation in diaspora events or communication with other Ukrainian students.

Social adaptation includes establishing new contacts, friendships, and participating in communities. Active involvement in student organizations, volunteer projects, or cultural events contributes to a sense of belonging and supports emotional well-being. According to research, Ukrainian students who are actively engaged in university social life adapt more quickly and achieve better academic results. Support from universities in the form of mentoring programs or psychological assistance is also an important component of successful socialization [2].

Adaptation of Ukrainian students abroad is a challenging yet enriching process. Linguistic and cultural challenges can become opportunities for personal growth, broadening perspectives, and acquiring new skills. With university support, active participation in social life, and personal motivation, Ukrainian students can successfully integrate into the new environment and achieve their goals.

Another important aspect of the socialization of Ukrainian students abroad is the adaptation to the educational system, which often differs significantly from the Ukrainian one. In many foreign

universities, there is a significant emphasis on independent work, group projects, and critical thinking. Such an approach may be new and unusual for students accustomed to the traditional lecture model. It takes time to develop the skills of planning one's own learning process, meeting deadlines, and submitting assignments on time, but they significantly facilitate integration into the academic environment.

Equally important for successful socialization is psychological resilience. Being far from home, the absence of loved ones, new demands, and cultural differences can cause stress or even emotional burnout. Universities offer various forms of support—from consultations with psychologists to participation in adaptation training. It is important for students not to hesitate to seek help, as this is a normal part of the adaptation period. Additionally, the economic aspect plays a significant role in socialization. Students facing financial difficulties may feel additional pressure.

Therefore, budgeting, and searching for scholarships, grants, or part-time employment are also among the challenges that need to be managed. It is also worth noting that the socialization of Ukrainian students abroad contributes to the formation of a new generation of professionals with a broad worldview, tolerant attitudes towards other cultures, and an understanding of global processes. Such young people become bridges between countries, forming a positive image of Ukraine on the international stage [3].

Thus, the socialization of Ukrainian students in a foreign language and culturally different environment is not only a test but also a unique opportunity for personal and professional growth. With proper support, personal perseverance, and activity, this path can become the foundation for a successful career and self-realization. Such difficulties and challenges develop in students' resilience to change and the ability to adapt to new life conditions. The experience of studying abroad helps to develop intercultural communication and expands professional horizons. Many students, after returning to Ukraine, actively apply the acquired knowledge and skills in their careers. This contributes to the integration of Ukrainian education into the global scientific community. Thus, socialization abroad is an important component in the formation of a competitive specialist

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Musatov V.
Academic adviser: Melnykova A.

Separated structural unit «Maritime applied college of Kherson State Maritime Academy»,
Kherson

SOCIALIZATION OF UKRAINIAN STUDENTS IN AUSTRALIA

The war in Ukraine has forced millions of Ukrainians to seek refuge abroad. Among them is a significant number of students who have faced the need to adapt to a new educational and social environment. The socialization of Ukrainian students in another country is a complex and multifaceted process that includes both challenges and new opportunities for personal growth and development.

Australia is becoming an increasingly popular destination for Ukrainian students seeking quality education and a new life experience. However, moving to a new country brings not only exciting opportunities but also certain challenges, especially in the process of socialization. This article will examine the key aspects of the socialization of Ukrainian students in Australian society, outlining both the difficulties they may face and the pathways to successful integration.

Higher education in Australia is based on the British education system. Here, double degrees are practiced, and they do not necessarily have to be equated: while studying for a master's degree in one specialty, you can study a bachelor's degree in another. In other words, universities graduate not only highly qualified but also universal specialists. Since teaching is conducted in English, the main task for Ukrainians is to learn this language at a decent level. You need to write the IELTS 5.5 test [3].

In addition:

1) schooling in Australia lasts 12 years, so Ukrainians with 11 years of education need to "add" a year either in a training program or by completing 1-2 years at an institute, college, or academy;

2) the country's system is adapted to its citizens, so you can get higher education in Australia from the age of 18;

3) there are usually no entrance exams, they are replaced by a certificate competition.

Despite the standard names of degrees, education in Australia is slightly different from the European one:

1) to obtain a bachelor's degree takes 3 years, but if you want, you can intensify your studies and complete your bachelor's degree within 2 years;

2) master's degree lasts 2 years, but when obtaining a bachelor's degree with honors - 1 year. It is divided into 3 options: professional, with a dissertation defense, research (with a dissertation defense);

3) doctoral studies are divided into professional, which takes about 2 years, and scientific. If you choose a research degree, the applicant is given 3 years to conduct their own research and defend their dissertation [3].

Of course, all Ukrainian students have a lot of challenges of socialization. The first challenge is a language barrier. While many Ukrainian students possess a certain level of English proficiency, full immersion in an English-speaking environment can be challenging in the initial stages. Understanding slang, rapid conversational speech, and academic vocabulary requires time and effort. The second challenge is cultural differences. Australian culture has its own peculiarities that may differ from

Ukrainian culture. This applies to norms of behavior, communication, humor, attitudes towards time and personal space. Misunderstanding these nuances can lead to misunderstandings and feelings of isolation [2]. The next challenge is academic environment. The Australian education system may differ from the Ukrainian one in terms of teaching style, student requirements, and forms of assessment. Getting used to the new academic environment is also part of the socialization process. Although Australia is a multicultural country, Ukrainian students may encounter instances of discrimination or prejudice due to their origin. And one of the main problems is financial difficulties. The cost of living and studying in Australia can be high. Financial constraints can make it difficult to participate in social activities and integrate into student life.

But for being a successful student we must remember the activities of having good socialization in this country. The first rule is active participation in student life. Australian universities offer a wide range of clubs, societies, and sports sections, which are an excellent platform for meeting other students, both local and international, with shared interests. Many universities have dedicated support services for international students, offering language courses, cultural adaptation consultations, psychological support, and the organization of social events. The second rule is establishing contacts with the Ukrainian Diaspora. There is an active Ukrainian community in Australia that can become a source of support, cultural connection, and new acquaintances. Participating in the events of Ukrainian organizations will help to feel a connection with the native culture. Willingness to step out of one's comfort zone, take initiative in making acquaintances, and participate in various events is key to successful socialization. The last rule is using online platforms and social networks. There are various online groups and platforms for international students in Australia where one can find useful information, advice, and new friends.

The socialization of Ukrainian students in Australia is a multifaceted process that includes both overcoming certain challenges and utilizing available opportunities. Successful integration requires students to be open-minded, proactive, and willing to engage in cultural exchange. Active participation in student life, utilizing university resources, and the support of the Ukrainian community can significantly facilitate this process and help Ukrainian students feel at home in Australia, enriching their academic and personal experiences.

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Separated structural unit “Kherson polytechnic professional college of the National university “Odeska Politehnica”,
Kherson

PSYCHOLINGUISTIC ASPECTS OF THE ADAPTATION OF UKRAINIAN STUDENTS IN A MULTILINGUAL ENVIRONMENT

The migration of Ukrainian students to foreign educational institutions has increased significantly in recent years. As these students enter multilingual environments, they face not only linguistic barriers but also deeper psycholinguistic and cultural adaptation challenges.

Psycholinguistics investigates the relationship between language and the psychological processes underlying its use. For second-language learners, especially those in multilingual contexts, psycholinguistic factors such as memory, motivation, anxiety, and identity play crucial roles in shaping the learning experience.

Language anxiety and confidence. Most participants reported initial high levels of language anxiety, particularly during oral communication. Over time, increased exposure and social interactions reduced this anxiety, enhancing linguistic confidence. Factors such as classroom participation, interaction with native speakers, and supportive peer environments played a critical role in alleviating anxiety.

Ukrainian language significantly influenced the acquisition of both host country languages and global lingua francas like English. Positive transfer was observed in related Slavic languages such as Polish, where structural and lexical similarities facilitated learning. Conversely, interference was noted when students learned typologically distant languages, such as German or Dutch, particularly in pronunciation and syntax [1].

Students employed a variety of cognitive strategies, including code-switching, mental translation, mnemonic devices, and the use of visual and contextual cues. The ability to monitor and regulate these strategies – known as metacognitive awareness – was found to be essential. Those who demonstrated higher cognitive flexibility adapted more quickly, showing improved problem-solving skills and better emotional resilience in stressful linguistic situations.

Many students described a transformation in their linguistic identity, with some experiencing hybridization – adopting elements of multiple languages and cultures. A number of participants reported internal conflicts between their national identity and the desire to integrate linguistically and culturally into the host environment. However, maintaining their Ukrainian identity while integrating into a new cultural space was a common goal, often achieved through participation in Ukrainian student associations, cultural events, and the use of Ukrainian in informal settings [1].

Strategies for successful adaptation to a multilingual environment. The study identified several strategies that facilitated successful adaptation [2]. These include:

- **immersive language practices** - actively seeking conversations with native speakers, watching local media, and participating in language exchange programs;
- **routine language exposure** – setting daily goals for language use, such as reading local news or writing personal reflections in the new language;
- **peer support and networking** – forming study groups and participating in student communities helped reduce isolation and improved communicative competence;
- **positive mindset and resilience** – maintaining an open and curious attitude toward new cultures and linguistic systems supported emotional adaptation;

- **professional language support** – utilizing university language centers and academic writing assistance services proved beneficial for academic integration [2].

Common challenges identified by Ukrainian students. Analysis of interview responses revealed four major categories of challenges encountered by Ukrainian students abroad:

- **daily life challenges** – finding housing, employment, navigating the city, coping with the cost of living, and time management;
- **social-psychological challenges** – homesickness, the need to become independent, and forming new friendships;
- **educational challenges** – differences in educational values, academic requirements, and the nature of teacher-student relationships;
- **cultural-communicative challenges** – limited or low proficiency in the local language, cultural differences, diversity in national backgrounds, and understanding the local mentality [3].

In addition to the categorized challenges, students also reported:

- **fear of making linguistic errors in academic or social settings**, leading to reduced participation;
- **difficulty understanding local humour, idioms, and informal speech**, which can hinder social integration;
- **mental fatigue** caused by continuous use of a second or third language, especially in cognitively demanding environments;
- **insecurity about accents and pronunciation**, affecting willingness to speak in public;
- **overreliance on digital translation tools**, which can create gaps in actual language acquisition and reduce spontaneous communication skills.

The findings suggest that psycholinguistic adaptation is a dynamic and multifaceted process. Supportive academic environments, language support programs, and peer networks play a critical role in mitigating anxiety and promoting linguistic and social integration [3].

The psycholinguistic adaptation of Ukrainian students in multilingual environments involves a complex interplay of cognitive, emotional, and cultural factors. Understanding these aspects can help institutions develop more effective support systems to facilitate international students' integration.

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LANGUAGE ADAPTATION AND NEW CULTURAL REALITIES FOR UKRAINIAN CADETS OF KHERSON STATE MARITIME ACADEMY IN GDYNIA MARITIME ACADEMY

The collaboration between Gdynia Maritime Academy (GMA) and Kherson State Maritime Academy (KSMA) has historically fostered valuable academic exchange. However, recent global events have precipitated a surge in Ukrainian cadets from KSMA pursuing their maritime education at GMA. This transition presents unique challenges, notably in the realms of language adaptation and the navigation of unfamiliar cultural terrain. Effective integration is paramount to these cadets' academic achievements, personal well-being, and future professional development within the international maritime community. This report seeks to elucidate these adaptation processes and propose strategies for amelioration. [2],[3],[4]

Language proficiency constitutes a cornerstone of successful academic and social integration. Although Ukrainian and Polish share Slavic roots, they exhibit marked divergence in vocabulary, grammar, and pronunciation. Ukrainian cadets are thus confronted with the immediate need to attain a functional level of Polish to: comprehend lectures and academic materials: Maritime education, characterized by its intricate technical terminology, necessitates a robust command of the language of instruction. Actively participate in classroom discourse and group projects: Meaningful engagement in the learning process is indispensable for academic success. Establish effective communication with instructors and peers: Building rapport and fostering collaboration within the academic community hinges on clear and effective communication. Navigate daily life in Gdynia: Interacting with the local populace, accessing essential services, and participating in social activities necessitate proficiency in the Polish language.

Beyond the linguistic sphere, Ukrainian cadets encounter a new constellation of cultural norms, values, and social practices in Poland. These cultural differences, while potentially enriching, can also present challenges in various facets of life, including: Social interactions: Variations in communication styles, greetings, and social etiquette can lead to misunderstandings if not properly navigated. Academic culture: Differences in teaching methodologies, student-teacher dynamics, and expectations for academic performance require adaptation. Daily life: Adjusting to new customs related to cuisine, transportation, and social activities is a necessary part of integration. Values and perspectives: Potential divergences in societal values and worldviews may require cadets to broaden their perspectives and develop greater cultural sensitivity.[1],[2],[4]

Successfully navigating these new cultural realities necessitate: Cultural awareness: Developing a nuanced understanding and appreciation of the distinctions between Ukrainian and Polish cultures. Adaptability: Cultivating a willingness to modify behaviors and perspectives to align with the new environment. Intercultural communication skills: Honing the ability to communicate effectively and respectfully across cultural boundaries.

The successful integration of Ukrainian cadets is contingent upon the provision of robust support systems and the implementation of effective strategies by Gdynia Maritime Academy and the broader community. These may include: Dedicated language support programs: Offering Polish language courses tailored to the specific needs of maritime students, with a focus on technical terminology and discipline-specific language. Comprehensive cultural orientation programs: Providing detailed

information and guidance on Polish culture, customs, and social norms to facilitate smoother adjustment.

Mentorship initiatives: Pairing Ukrainian cadets with Polish students or faculty members to provide peer support, guidance, and facilitate social integration. Specialized academic advising: Offering targeted academic support to address language-related learning challenges and ensure academic success.[1],[3]

As a conclusion, the transition for Ukrainian cadets from Kherson State Maritime Academy to Gdynia Maritime Academy is characterized by significant linguistic and cultural adaptation. Addressing the challenges inherent in language acquisition and navigating new cultural landscapes is crucial to safeguarding their academic success and promoting their overall well-being. By implementing comprehensive support systems, fostering a welcoming and inclusive environment, and promoting intercultural understanding, Gdynia Maritime Academy can play a pivotal role in facilitating a positive and enriching integration experience for these students, thereby contributing to their development as future maritime professionals in an increasingly interconnected and globalized world.

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Yanchenko-German R.
Academic adviser: Primakova O.

Maritime Applied College of Kherson State Maritime Academy,

Kherson

**CULTURE SHOCK AND LANGUAGE BARRIER: NEW REALITIES FOR
STUDENTS FROM UKRAINE**

Since Ukraine became independent, there has often been a need to reform the system of higher education. In 1994, the State National Program "Education. Ukraine of the 21st Century" showed the main directions for changes [1]. But the reforms were not equal. Most attention was given to organization, new learning content, and making education closer to the job market. At the same time, the educational role of universities — especially moral and social development — became less important. Because of this, the process of student socialization became weaker.

The problem of socialization becomes especially serious when Ukrainian students study abroad. They live in new cultural and language environments. To become part of the education system and society in another country, they need not only academic knowledge but also flexibility, the ability to adapt, language skills, and an understanding of the local culture. Language adaptation is a key element. Without knowing the language, it is hard to communicate, make relationships, become part of the student community, and use both material resources (like housing, technical support, and libraries) and non-material resources (like trust, help, and social contacts) [2]. A low level of student socialization — both in Ukraine and in other countries — makes it harder to prepare for a profession and to grow personally. Students may have problems adapting to society and forming their own values and opinions. Research from recent years shows that many students are not ready to take social roles, do not have self-learning or self-reflection skills, and do not understand the importance of moral and ethical rules. Many students also feel lonely and culturally isolated. These problems become stronger in other countries, where students may face "cultural shock", loneliness, new social rules, and even discrimination [3]. These challenges can be both objective (for example, lack of material support, language problems, or no help) and subjective (such as low motivation, weak personal values, and little social experience).

A serious issue is also the loss of social capital — the loss of connections, support, and moral values that were earlier formed in families, schools, or youth groups. Another problem is the training of university teachers. Many teachers, especially those with experience from the Soviet time, cannot quickly adapt to new teaching ideas or understand the modern student environment. Also, students face social problems — low scholarships, financial difficulties, and no psychological help. These things create more stress and make it harder to adapt in another country [4]. The first sociological studies about student behavior in the 1990s already showed serious signs. Many young people showed deviant behavior, had no interest in studying, and wanted an easy life. Only a small part of students showed interest in self-development. Today these problems are different: instead of physical problems, we now see more psychological ones — for example, addiction to social media, loss of motivation, apathy, and weak critical thinking.

At the same time, some Ukrainian universities show positive experience. They include human education, cultural development, and moral values in their programs. For example, since the 1990s, Vinnytsia National Technical University created cultural and art centers, psychology rooms, and departments of humanities. Lviv Polytechnic also opened the Institute of Humanitarian Education [5]. These examples show that, with a clear plan, support, and enough resources, student socialization can work well. This is very important for Ukrainian students studying abroad. When they get cultural and human support, they can keep their national identity and also integrate well into the new society. They can use all available resources — from student dorms and communities to friendships, ethical values, and cultural understanding.

In conclusion, the socialization of Ukrainian students in other countries is a complex process. It needs teamwork from the government, universities, communities, and the students themselves.

Successful adaptation happens when both outside factors (language, culture, support) and inside factors (motivation, emotional maturity, readiness for change, and desire to grow) are considered.

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Kopin V.

Academic adviser: Primakova O.

Maritime Applied College of Kherson State Maritime Academy,
Kherson

BEYOND BORDERS: SOCIAL AND CULTURAL ADAPTATION OF UKRAINIAN STUDENTS ABROAD

In recent years, more and more Ukrainian students have chosen to study abroad. They go to countries such as Poland, Germany, Canada, the USA, and many others in search of better education, new experiences, and future career opportunities. However, studying in a foreign country is not only about attending classes and writing exams. It is also about adapting to a new culture, social environment, and way of life. This article explores how Ukrainian students adapt socially and culturally while studying abroad, the challenges they face, and the strategies they use to overcome them.

Why Do Ukrainian Students Study Abroad?

There are many reasons why Ukrainian students decide to continue their education abroad. Some are looking for higher-quality education or specific programs that are not available in Ukraine. Others are interested in improving their language skills, experiencing a different culture, or building an international career. In 2023, more than 80,000 Ukrainian students were studying in foreign countries, and this number continues to grow [7].

The Challenges of Social and Cultural Adaptation

Adapting to life in a new country can be difficult. Ukrainian students face many challenges when they move abroad. These challenges are often divided into two main categories: social and cultural.

1. Language Barrier:

One of the biggest problems is the language barrier. Even if students have studied the language

before, it can still be hard to understand native speakers in everyday situations. This makes it difficult to communicate, make friends, and succeed in academic life [1].

2. Cultural Differences:

Another challenge is adjusting to different traditions, customs, and values. In some countries, people are more direct or individualistic, while in others, social rules can be very formal. Ukrainian students may experience culture shock—a feeling of confusion and discomfort when living in a new culture [4].

3. Homesickness and Loneliness:

Being away from family and friends can lead to feelings of loneliness. This emotional stress can affect students' mental health and academic performance [5].

4. Discrimination or Stereotyping:

In some cases, students may face negative attitudes or stereotypes about their nationality. This can make them feel excluded or uncomfortable [3].

Strategies for Successful Adaptation

Despite these challenges, many Ukrainian students find ways to adapt successfully and enjoy their time abroad. Here are some common strategies:

1. Building Social Networks:

Making friends with both local and international students helps create a sense of belonging. Joining university clubs, student associations, or cultural events is a great way to meet people and learn about the local culture [6].

2. Learning the Language:

Improving language skills is essential for communication and academic success. Many students take extra language courses or practice with local people to improve their fluency.

3. Staying Connected to Home:

Regular communication with family and friends in Ukraine helps reduce feelings of homesickness. Some students also connect with other Ukrainians abroad through online communities or local Ukrainian associations.

4. Being Open-Minded and Flexible:

Adapting to a new culture requires patience and open-mindedness. Students who are curious and respectful about other cultures usually adjust more easily.

5. Seeking Support:

Most universities offer counseling services, orientation programs, and academic support for international students. Asking for help when needed is an important step in overcoming difficulties.

Positive Outcomes

Although the adaptation process can be hard at first, most Ukrainian students report that studying abroad is a valuable experience. They become more independent, confident, and open to different cultures. Many also develop strong problem-solving skills and make lifelong friendships. These

benefits not only help them in their personal lives but also make them more competitive in the global job market [2].

Conclusion

Studying abroad is an exciting and life-changing experience for many Ukrainian students. While social and cultural adaptation can be challenging, it is also a chance for personal growth. By learning to deal with new environments, Ukrainian students gain valuable skills and knowledge that go beyond the classroom. With the right support and attitude, their journey across borders can become a story of success.

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Kunichik K.

Academic adviser: Sidenko N.

Separated structural unit «Kherson polytechnic professional college of the National university «Odeska Politekhnika»,
Kherson

ADAPTATION OF THE UKRAINIAN STUDENTS ABROAD

Due to the war in Ukraine a large number of young people were forced to flee abroad, where they faced problems that affected their social adaptation in the host countries. The success or failure of the socialization and adaptation of the Ukrainian youth abroad will have a significant impact on their decision to return home.

Many children have left Ukraine since the beginning of the full-scale invasion. The highest number of them have left for Poland, as well as for other countries neighboring Ukraine: Moldova, Romania, Czech Republic, Slovakia, and Hungary. At the moment, we do not have reliable data on how many students and educators have moved abroad. The number of college students who have left is still unknown. The governments of countries receiving displaced people from Ukraine, among other

support measures, have also offered them an opportunity to continue their studies at different levels of education. Ukrainian children are entitled to attend kindergartens and schools at their locations of temporary residence. In most European countries, secondary education is mandatory, so a significant fraction of Ukrainian students study both at local schools and remotely at Ukrainian schools at the same time. Foreign universities and institutions have started launching dedicated programs, providing stipends and other support to Ukrainian students [1].

In our paper we use the results of the survey initiated and conducted by the union of volunteer student organizations: NGO "Erasmus Student Network Ukraine", NGO "Ukrainian Student League", NGO "Ukrainian Students for Freedom", and other students and volunteers with the support of the National Erasmus+ Office in Ukraine [2]. The respondents were of different ages and regions of Ukraine. Almost all respondents study in a remote or hybrid format and don't participate in exchanging programs. More than half of them need to study national language of their host country, by the way, the most predominant among the languages is English. They also indicate that their financial situation requires to combine studying with work or they need part-time employment. Thus, there are a number of problems faced by students abroad: the language barrier, double workload, lack of technical equipment for studying, academic differences.

Language in particular is one of the difficulties faced by students who continue their education abroad. For secondary school students, teaching is conducted mostly in the local national language, which Ukrainian students did not learn at their schools. Meanwhile, college students may have an opportunity to study at English programs, but the language barrier may be an obstacle to their integration in the host country.

A significant share of Ukrainian schoolchildren who have moved abroad study at local schools and continue to study remotely at Ukrainian schools. One of the reasons for this is avoiding wider academic differences or problems with registering their grades. The double workload is a problem in any case, but this problem may get even worse if classes at both schools are held at the same time. The website of the Ukrainian Education Ombudsman also reports complaints from college students who are made to study at the same time in both Ukrainian and foreign universities.

If children only study at a local school in the country of their stay, they may not study the Ukrainian language, literature, history, law, etc., and they may lose the time they could use to study these subjects. One of the solutions that are partially applied is the opportunity to study them asynchronously, by receiving materials for independent learning from teachers, but this is less effective than proper classes.

Ukrainian students may not have the required technical equipment for studying, which will make it more difficult for them to participate in both Ukrainian remote learning and in their studies abroad.

Curricula and education standards may differ in Ukraine and in students' host countries. For example, some European countries have 12-year schools, while Ukraine still has an 11-year curriculum. This will affect the difficulty of learning for students.

European countries have varying experiences in integrating refugees into the education system. The countries which have received the highest number of Ukrainian refugee children may face problems with providing a sufficient number of teachers. In addition, not all teachers may be familiar with the methods of teaching children who speak different languages. Even though some countries are developing curricula and study materials for integration, this is not happening everywhere [1].

Adapting to a new culture can be a challenging and overwhelming experience, particularly if you are moving to a country with different language, customs, and traditions. Every culture has its customs, traditions, and social norms.

‘Culture shock’ describes the disorientation, frustration, and anxiety that can occur when adapting to a new culture. Various factors, such as language barriers, cultural differences, homesickness, and unfamiliar surroundings, can cause it [3].

To overcome this challenge, research the culture before you arrive. Learn about the customs, traditions, and social norms of the country you are moving to. Additionally, be open-minded and respectful of the local customs and traditions, and be willing to adapt your behaviour to fit in. It is important to give yourself time to adjust. Be patient, and don’t expect to feel completely comfortable right away. Find familiar comforts, such as a favourite food or hobby, to help you feel more at home. Moreover, be open to new experiences and embrace the differences of the local culture.

To overcome the language challenge, it is important to learn the language. Start by taking language classes, practicing with language exchange partners, or using language learning apps. Immersing yourself in the language by watching TV shows, listening to podcasts, and reading books can also help you to improve your skills [4].

Thus, having tackled all the problems you will acquire new knowledge, culture awareness, practical skills working and earning your living, language skills – you will gain tangible and intangible assets.

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Semenchuk E.

Academic adviser: Levchenko L.

Separated structural unit «Nova Kakhovka polytechnic professional college of the National university «Odeska Politehnica»,
Nova Kakhovka

LONELINESS, HOMESICKNESS, AND BUILDING A SUPPORT SYSTEM

The ongoing war in Ukraine has profoundly impacted the lives of millions, particularly its children. With many families seeking refuge from conflict of safety and stability, a growing number of Ukrainian children are finding themselves in foreign countries as they pursue educational

opportunities. While studying abroad can foster personal and academic growth, these young learners also face significant challenges, including loneliness and homesickness. So, it is important to highlight the specific experiences of Ukrainian learners during these challenging times, focusing on the importance of building a strong support system to alleviate these feelings [1].

What does it mean to be loneliness and homesickness for Ukrainian children.

Loneliness and homesickness can have profound effects on Ukrainian children living abroad, especially in the context of war and displacement. Many Ukrainian children may have been separated from their families, friends, and familiar environments due to the war. This separation can lead to feelings of loneliness as they navigate life in a new country without the comforts of their previous support systems. Adjusting to a new culture, language, and environment can be challenging. Children may feel isolated if they struggle to fit in or communicate effectively with peers in their new location. This cultural displacement can intensify feelings of homesickness. Homesickness often involves a longing for the familiar aspects of homeplaces, routines, and experiences. For children, this can manifest in nostalgia for their previous lives, including schools, friends, and traditions [2].

Research indicates that students experiencing displacement due to conflict are particularly vulnerable to mental health issues. According to a study conducted by the United Nations Children's Fund (UNICEF), children affected by armed conflict often experience psychological distress, leading to increased feelings of loneliness and separation anxiety (UNICEF, 2022). With Ukrainian children now studying in unfamiliar settings, they may struggle to adapt to new cultural norms, language barriers, and educational expectations, further intensifying their feelings of isolation [3].

That's why it is very important to create an effective support system for helping these young learners manage their educational experience abroad. This support can come in various forms. This support system is very important for mitigating the emotional challenges of studying abroad.

I'd like to discuss several strategies to build such a network.

1 Forming friendships with fellow students can provide a sense of belonging. Initiatives such as orientation programs or buddy systems can help Ukrainian children connect with local and international peers, fostering relationships that ease their transition.

2 Maintaining contact with family members in Ukraine is vital. Regular video calls and messages can help reduce feelings of homesickness. Educational institutions should encourage students to communicate regularly with their families as a way of bridging the emotional gap caused by distance.

3 Many cities have Ukrainian cultural organizations that can help students stay connected to their roots. These organizations often host events that celebrate Ukrainian heritage, allowing students to meet others with similar backgrounds and experiences.

4 Educational institutions can establish mentorship programs involving local volunteers who understand the challenges international students face. Mentors can provide guidance, emotional support, and help students navigate their academic and social environments.

5 Access to counseling services is crucial, as trained professionals can offer coping strategies for students dealing with anxiety, depression, or loneliness. Counselors familiar with the experiences of war-affected children can provide valuable support tailored to their unique situations.

In addition to having a support system, students can employ practical strategies to cope with their emotions.

1 Encouraging students to participate in local cultural events, community service, or volunteer work can help them feel more connected to their new environment and counter feelings of isolation.

2 Helping students develop daily schedules that incorporate study time, social activities, and self-care can foster a sense of normalcy in their new lives.

3 Educational institutions can organize cultural exchange activities where students can share their experiences and traditions. This not only helps Ukrainian children express their identity but also fosters understanding among diverse student populations.

4 Engaging in physical activities can reduce stress and improve mental health. Schools can offer sports programs or outdoor activities to help students stay active and connect with others [4].

Summerizing the above, I would like to say that the experiences of Ukrainian children studying abroad during the ongoing war present unique challenges, including loneliness and homesickness. Recognizing these feelings and addressing them through a robust support system is essential for ensuring their academic success and overall well-being. By fostering connections among peers, providing access to mentors and mental health services, and promoting community engagement will help our young learners navigate their educational journeys abroad. Creating the environments that are not only welcoming but also supportive, allowing Ukrainian children to thrive despite the adversities they face.

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Usachov O.

Academic adviser: Dodryk O.

Separated structural unit «Kherson polytechnic professional college of the
National university «Odeska Politechnica»,
Nova Kakhovka

A NEW HOME – A NEW LANGUAGE: ADAPTATION OF UKRAINIAN STUDENTS ABROAD

Since the beginning of Russia's full-scale invasion of Ukraine, more than four million Ukrainians have left the country. Among them are thousands of students striving to continue their education at universities in Europe, Canada, the United States, and other countries. However, alongside academic challenges, they face numerous social, linguistic, and cultural difficulties that require special attention.

Many Ukrainian students choose to study abroad as an opportunity to receive a quality education, expand their horizons, and build a successful career. However, behind the allure of new opportunities lies a complex and often painful adaptation process: a new country, a different culture, and, most importantly, a new language. This journey, filled with challenges, is also a story of growth, achievements, and self-discovery.

Language Barrier

Due to linguistic limitations, international students often find it difficult to fully understand their professors, let alone actively participate in discussions. The language barrier also indirectly increases academic workload. For instance, an English-speaking student might read a brochure in half an hour, whereas an international student may need two hours [1].

Language is the first and possibly the most significant challenge for Ukrainian students abroad. Even if they had some proficiency in a foreign language before moving, everyday communication, academic texts, jokes, and cultural references often become unexpected obstacles.

The first months abroad for most students come with a real cultural shock. Changes in daily routines, unfamiliar social norms, and different expectations require emotional resilience. One of the toughest challenges is often the language barrier. Even if a student learned a foreign language in Ukraine, real-life conversations with native speakers can prove difficult due to accents, slang, and rapid speech [2].

"I studied German in school, but when I attended my first lecture in Stuttgart, it felt like I understood nothing at all," shares my friend Oleg, a student in Germany.

"During the first months, I couldn't get used to how people here casually address each other informally and don't ask about personal matters. At first, it seemed that everyone was cold and indifferent. But later, I realized it's just a different culture," says my friend Andrii, a student in the Czech Republic.

Social Isolation and Cultural Differences

Feelings of loneliness and isolation are common among international students. The absence of a familiar social circle, cultural differences, and communication struggles can lead to social detachment. This is especially true for students living in dormitories or host families, where conditions may not always be ideal for studying and relaxing [1].

Arriving in a foreign country and immersing oneself in a new social, linguistic, and academic environment is almost like starting life anew. Even basic aspects such as comfort, living arrangements, and friendly interactions take time to get used to.

Additionally, students may discover that despite high TOEFL or IELTS scores, they struggle to understand their peers who speak very quickly or use slang [3].

For example, in America, almost everyone asks: "*How are you?*" But in reality, this doesn't necessarily mean the person is genuinely interested in a detailed response.

Food culture, local cuisine, and eating habits also require adjustment. For instance, in U.S. restaurants, large portions are common, and raising a finger or hand to call a waiter is considered impolite. Instead, customers establish eye contact with the waiter.

Academic Challenges and Adaptation Process

Adjusting to a different education system and new learning approaches often comes as a shock. For example, many students are not used to interactive learning methods such as group work in classrooms. In Ukraine, they are more accustomed to formal relationships with teachers and may be less likely to seek guidance from mentors.

International students must not only acquire strong communication skills and fluency in a foreign

language—both spoken and written—but also learn Western academic writing conventions for composing research papers.

Support and Adaptation

Ukrainian communities abroad play a crucial role in the adaptation process. They organize meetings, cultural events, charity initiatives, and serve as a reliable support system for newly arrived students.

"When I first arrived, it was really difficult. But I found a Ukrainian community, started helping at festivals, and hosting workshops. That helped me adapt and make friends," says my friend Alina, a student in Toronto.

Tips for Students

Don't be afraid of making mistakes. Language is learned through practice. Even mistakes are part of the learning process.

Use all available university resources. Courses, counselors, clubs—these can all provide valuable support.

Engage in conversations. The more you talk with locals, the faster you will adapt.

So, don't be afraid to step out of your comfort zone, be open, communicate, seek new connections, and explore the culture—this can be the key to a successful future!

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Syta I.

Academic adviser: Vdodovych M.

Separate Structural Subdivision «Nova Kakhovka Professional College of Dmytro Motorny Tavria State Agrotechnological University»,
Nova Kakhovka

SOCIALIZATION OF UKRAINIAN STUDENTS IN ANOTHER COUNTRY: LANGUAGE ADAPTATION AND NEW CULTURAL REALITIES

The globalization of the educational space and increasing academic mobility create new opportunities for Ukrainian students who choose to study abroad. At the same time, being in a different cultural and linguistic environment poses a number of challenges for students related to adaptation to new realities. Successful socialization in a foreign environment becomes a key factor that determines not only academic success, but also the general well-being of students during their studies. As Ferenz, Gregova and Senova note, "the adaptation process is a multifaceted phenomenon that encompasses psychological, social, cultural and educational factors" [10]. Particularly acute problems for Ukrainian students are the language barrier, cultural differences and the need to develop new social ties.

The socialization of international students as a scientific phenomenon is considered in the context of several theoretical approaches. The fundamental concepts in this issue are Berry's theory of acculturation, Kim's theory of cross-cultural adaptation and Bourdieu's theory of social capital.

Biserova and Shagivaleyeva define the socialization of international students as "a complex process of an individual entering a new cultural, social and academic environment, accompanied by the formation of a new social status and system of social ties" [1]. At the same time, researchers distinguish four main stages of adaptation: "honeymoon", crisis, recovery and adaptation.

Language adaptation is considered by most researchers as the primary and most critical factor in successful socialization. E. Muñoz points to the relationship between the student's age and the effectiveness of mastering a foreign language, noting that "younger students demonstrate better results in mastering the phonetic aspect of the language, while older ones - in mastering grammatical structures and vocabulary" [5]. This observation is of particular importance for Ukrainian students, who often begin their studies abroad after completing secondary education in Ukraine.

Cultural adaptation, according to the research of McGregor and Folinazzo, includes "the process of awareness and acceptance of cultural differences, the formation of cross-cultural competence and the development of effective communication strategies in a multicultural environment" [4]. These theoretical provisions form the basis for studying the specifics of socialization specifically of Ukrainian students, taking into account their cultural characteristics and educational background.

Language adaptation for Ukrainian students is a fundamental component of their successful socialization in a foreign educational environment. The features of this process are determined by both the individual characteristics of students and the specifics of their previous language training in Ukraine. As Rudenko notes, "the level of proficiency in a foreign language directly affects the speed of a student's adaptation to a new academic environment and the formation of social ties" [9]. The study of language adaptation of Ukrainian students requires consideration of several key aspects.

The first aspect concerns the specifics of the Ukrainian educational system in teaching foreign languages. According to the Law of Ukraine "On the Principles of State Language Policy", the study of foreign languages is a mandatory component of general secondary education [7]. However, as researchers note, there is a gap between the formal requirements and the actual level of language training of school graduates, especially in the context of communication skills and academic writing. Nazarevych, Denisyuk and Gavdyda emphasize that "Ukrainian students often demonstrate excellent knowledge of grammar and vocabulary, but have difficulties with oral speech and listening" [6].

The second aspect is related to the phenomenon of language transfer and interference. Edele, Schotte and Kempert note in their study that "competent bilingualism creates advantages for learning a third language" [3]. This is especially true for Ukrainian students, most of whom are bilingual, which can potentially facilitate the learning of other Slavic languages, but create additional difficulties in mastering Romance-Germanic languages.

The third aspect concerns the strategies for overcoming the language barrier used by Ukrainian students. Empirical studies show that the most effective are combined approaches that include formal learning, full language immersion, and active social interaction with native speakers. Bondarchuk, Podhurska, and Kovtunets point to the importance of "forming a language environment that would stimulate the use of the target language not only in an academic context, but also in everyday communication" [2].

Cultural adaptation of Ukrainian students is a multidimensional process that encompasses both visible aspects of culture (traditions, cuisine, clothing style) and invisible ones (values, communication norms, social expectations). McGregor and Folinazzo's study demonstrates that "culture shock is an integral part of the adaptation process, the intensity of which depends on the degree of differences between the native culture and the culture of the host country" [4]. For Ukrainian students, who mainly

study in European countries, these differences may be less pronounced compared to students from Asian countries, but still require significant psychological and social adaptation.

An important factor in successful cultural adaptation is openness to new experiences and a willingness to rethink one's own cultural norms and values. Biserova and Shagivaleyeva note that "students with a higher level of emotional intelligence and cultural empathy demonstrate better adaptation indicators" [1]. Ukrainian students, according to available research, are characterized by a high level of adaptability, which may be related to the historical and social features of the formation of Ukrainian identity, which combines European and Eastern cultural elements.

A significant challenge for Ukrainian students is adapting to differences in academic culture and approaches to learning. As Rudenko notes, "the Ukrainian educational system is traditionally more focused on theoretical knowledge and reproductive learning, while Western systems give preference to the practical application of knowledge, critical thinking and independent work" [9]. This difference requires Ukrainian students to rethink their own learning strategies and develop new approaches to the educational process.

Social networks and support groups play an important role in cultural adaptation. Studies show that Ukrainian students often form their own communities abroad, which become an important resource for sharing experiences and emotional support. At the same time, excessive isolation within such communities can slow down integration into the local environment and limit opportunities for cultural exchange.

The socialization of Ukrainian students in foreign educational institutions is a complex and multidimensional process that includes language adaptation, cultural integration, and the formation of new social ties. The success of this process directly affects students' academic performance, their psychological well-being, and further professional fulfillment.

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Vasilieva D.

Academic adviser: Silishchenko O.

Separated structural unit «Kherson polytechnic professional college of the National university

«Odeska Politehnica»,

Kherson

UPROOTED BUT UNBROKEN: UKRAINIAN CHILDREN ON THE ROAD TO THE FUTURE

Since the start of the war in Ukraine on 24 February, millions of Ukrainians were compelled to leave their homes and seek shelter abroad. Among them are hundreds of thousands of children who became part of new societies, but encountered challenges that few consider. The war ripped them from their homes, forced them to bid farewell to friends and leave their favorite toys on the shelves of destroyed rooms. Ukrainian schoolchildren, who dreamed of graduation or the first bell, now sit at desks in foreign countries, trying to comprehend a new language, a foreign program and new rules of life.

1.8 million children have left Ukraine since the beginning of the full-scale invasion. The highest number of them, 1.1 million, have left for Poland, as well as for other countries neighboring Ukraine: Moldova, Romania, Czech Republic, Slovakia, and Hungary. Foreign universities and institutions have started launching dedicated programs, providing stipends and other support to Ukrainian students [1]. However, there are a number of problems faced by students abroad: the language barrier, double workload, bullying, etc.

Many Ukrainian schoolchildren are forced to learn a new language in a short period of time in order to understand their teachers and classmates at least a little. Have you ever tried to understand math when you don't even know what the word "addition" sounds like in another language? For Ukrainian schoolchildren, the language barrier has become one of the biggest problems. Many children learn a new language at an accelerated pace, but this often comes at the cost of their psychological comfort. Teachers do not always have the resources or patience to help such students.

Despite the fact that children are forced to master the curriculum of the country where they currently live, many try to keep up with the Ukrainian school curriculum. This is a challenge for students who literally live "on two fronts". The Ministry of Education and Science of Ukraine sent letters to the education authorities of all countries where there are refugee children, with a request to promote education according to Ukrainian standards [2].

Most European countries allow Ukrainian students to attend distance learning in local schools after regular classes, though schedules often clash with foreign school hours. In France and the Netherlands, remote Ukrainian lessons are restricted to home and free time, as authorities believe they hinder integration. Luxembourg encourages Ukrainian as an extracurricular subject, while in countries like

Sweden and Serbia, no efforts are made to maintain students' ties with their homeland [2].

At the same time, adaptation to a new educational and social environment is made more difficult by negative attitudes from peers. Not all foreign students are ready to accept "newcomers". Ukrainian children are often bullied because of their accent, origin or ignorance of local traditions. Some even face outright hostility caused by stereotypes or political biases. Of course, parents try to protect their children, but there is a risk of a serious conflict situation. Therefore, often adults, being in a stressful situation due to the loss of their home, job and uncertainty of the future, are unable to deal with the problem. They cannot always help their children adapt to new conditions. In such challenging circumstances, access to quality psychological support becomes especially crucial, as children's emotional well-being directly affects their ability to adapt [2].

While refugee children in European countries are largely covered by medical care within the framework of national healthcare systems and volunteer initiatives, the situation is worse with psychological care, which almost every child who has experienced war and emigration needs. This is due not only to the language barrier and the lack of staff and resources, but also to continuing distrust in this type of support and the absence of a culture of seeking psychological care [3].

Despite all the difficulties, Ukrainian children show great endurance. They find new friends, learn from mistakes and gradually adapt. But this adaptation often becomes a struggle not only for education, but also for the preservation of one's identity. The challenges faced by Ukrainian schoolchildren abroad are a reminder that war affects not only adults. The children who are now fighting for education will be the ones who will restore Ukraine tomorrow.

Ukrainian schoolchildren abroad became hostages of circumstances that they did not choose, but which forced them to grow up earlier. They live between two worlds: their native Ukraine, which they carry in their hearts, and the new reality, which often meets them with indifference or even hostility. She is a mirror for all of us, reminding us that the future of Ukraine depends on whether these children will be able to get a quality education and keep in touch with their native culture. Today they write tests in a foreign language, but tomorrow these same children will build a new Ukraine. And right now, in this most difficult moment for them, we have to decide whether we will support them on this path or leave them alone with challenges that they should not overcome alone.

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Yakubovska A.

Academic adviser: Naumkina O.

Separated structural unit «Kherson polytechnic professional college of the

PROBLEMS OF ADAPTATION OF UKRAINIAN STUDENTS IN THE EUROPEAN EDUCATIONAL ENVIRONMENT

After the beginning of the war in Ukraine, thousands of students were forced to leave their homes and continue their education in foreign countries. This experience is not only about academic challenges, but also about learning how to live in a new culture and speak a new language. Socialization – the process of becoming part of society – is key for Ukrainian students to feel safe, confident, and motivated abroad.

Language is the first and most important part of this process. Without good knowledge of the host country's language, students may feel isolated, miss important information in class, and find it hard to communicate with peers and teachers. According to a survey by the European Association for International Education, 67% of Ukrainian students abroad say they need help with the local language, and 33% also require support with English [1]. Some universities in Europe have started offering free language classes, especially for Ukrainian students. For example, in Iceland, refugees attend special courses not only to learn the language but also to understand local traditions and social norms. This improves communication and supports faster integration [2].

However, language is only one part of socialization. The second important part is culture. Every country has its own rules, habits, and values. For Ukrainian students, it is often hard to find a balance between keeping their Ukrainian identity and accepting a new lifestyle. In some cases, they feel stress or cultural shock when they see differences in behavior, education, or holidays. A 2023 study showed that students who participate in local events or join student organizations adapt more successfully and feel more positive emotions [3].

Universities and communities can help reduce this stress. Some institutions provide psychological counseling, group meetings, or cultural clubs. These activities give students a space to talk about their feelings and meet others who have similar problems. Emotional support is especially important for students who left Ukraine because of war. They often need time to feel safe again and to build trust in their new environment. Mental health support, peer mentorship, and friendly classmates all help students feel more confident and connected [4].

In conclusion, socialization for Ukrainian students abroad includes three key parts: learning the local language, understanding the culture, and receiving emotional support. These students are not only trying to continue their education – they are also building a new life. With help from universities, local communities, and each other, they can adapt, succeed, and grow into more open, strong, and resilient people.

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Anosova A.

Academic adviser: Anosova Y.

Separated structural unit «Kherson polytechnic professional college of the National university
 «Odeska Politehnica»,
Kherson

UKRAINIAN STUDENTS IN POLISH SCHOOLS

Russia's aggression against the sovereignty and territorial integrity of Ukraine in 2014 caused a wave of internal population migration, which turned into external migration in 2022. Because of this, many children from Ukraine were forced to change Ukrainian schools to foreign ones in search of safety. A large percentage of children combined distance learning in Ukraine with face-to-face education in schools in the countries they were in.

Because Poland is Ukraine's closest neighbor, hundreds of thousands of Ukrainian school-aged children presented a significant challenge and an opportunity for the Polish education system. By the 2023/2024 school year, over 130,000 Ukrainian students were integrated into the Polish education system. “The crisis related to the war in Ukraine forced the educational systems of host countries to take action to prevent children’s social exclusion. The starting points for effective inclusion activities are legal and organizational changes that directly affect the principals’ work, as well as that of all the others employed in schools, i.e., teachers, educators, pedagogues, psychologists and specialists. They are the first to work with refugee students—persons of different cultures and religions, with diverse educational needs not only in terms of learning, but also in receiving psychological and pedagogical assistance. Some refugees had had traumatic and painful experiences after losing their closest family members, so it can be assumed that the process of establishing stable relationships with peers or involving them into positive interactions with the environment might have been significantly difficult. The school principals and teachers play a key role in meeting these needs.”[1] However, the integration process has not been without its challenges. Ukrainian school-aged children had to face a number of problems - from the language barrier to differences in the education system. [2]

The language barrier remains a major obstacle for many Ukrainian students, preventing them from fully participating in classroom activities and interacting with Polish peers. Although additional Polish language courses are offered, the quality and effectiveness of these programs vary, and the need for qualified teachers of Polish as a second language remains.

Beyond language, cultural differences and the trauma of war can also impact Ukrainian students' learning and well-being. Adapting to a new educational system, different teaching styles, and unfamiliar social norms can be stressful for children who have already experienced significant

disruption and loss. The availability of psychological support in Ukrainian is crucial to address the emotional needs of these students, but resources are often stretched thin.

Overcrowded classrooms, curriculum overload, and staff shortages were existing issues that have been exacerbated by the arrival of Ukrainian children. Ensuring adequate resources and support for both Ukrainian students and Polish teachers is vital for successful integration.

In addition, those students who combine their academic load in Polish and Ukrainian schools face overload. That is why schools in Ukraine have actively started to apply the correlation of the Ukrainian 12-point system and grades of 26 countries. This has significantly facilitated the study of such students.

Intercultural assistants play a crucial role in bridging the cultural and linguistic gaps, facilitating communication between students, parents, and teachers. There are also efforts to introduce Ukrainian language and culture into the Polish curriculum and establish supplementary Ukrainian schools to help students maintain their national identity.

Despite all the difficulties that Ukrainian children may face in an unfamiliar environment (such as difficulties in adaptation, a feeling of “not belonging” to the group, shame for not being able to answer questions they know but cannot formulate in Polish), they eventually get used to the changes and at the same time share and present Ukrainian culture to Polish children. Such an exchange between the younger generations of Poland and Ukraine may prove to be very useful for relations between the two countries in the future, because the more we know about each other, the easier it is to find common ground. Even different mentalities do not prevent children and teenagers from getting along.

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Kugut E.

Academic adviser: Naumkina O.

Separated structural unit «Kherson polytechnic professional college of the
National university «Odeska Politehnica»,
Kherson

SOCIAL INTEGRATION OF UKRAINIAN STUDENTS ABROAD

The globalization of the educational space offers Ukrainian students' boundless opportunities for acquiring knowledge and achieving personal growth in an international environment. However, with the onset of the full-scale war in Ukraine, the situation has taken on new dimensions. A significant number of Ukrainian young people were forced to leave their homeland in search of safety from the hostilities and found themselves scattered across various parts of the world, often continuing their studies abroad. In the context of war, language adaptation and the assimilation of new cultural realities have acquired particular significance. Ukrainian students who previously made a conscious choice to

study abroad typically had some level of preparation and motivation to learn the language and culture of the host country. In contrast, many of those who left due to the war found themselves in a foreign-language environment without prior preparation. The successful integration of students depends on many factors, among which their tangible and intangible assets, language adaptation, and new cultural realities.

One of the most obvious and common challenges in the process of full social integration is the language barrier—particularly the fear of speaking a foreign language. This is a frequent issue for students who arrive in another country knowing the language, yet struggling to use it in real communication. The language barrier is a psychological obstacle that prevents a person from speaking freely in a foreign language. This problem is so widespread that *The Rosetta Foundation* even established the International Day Without Language Barriers, celebrated on April 19, to remind the world that such obstacles can be overcome. In most cases, the language barrier is rooted in fear—students are afraid of making mistakes, try to construct perfect sentences in their head, get nervous, and ultimately lose confidence. [1] Proficiency in the language of the host country is not only a tool for mastering academic content, but also a key to everyday communication, forming interpersonal relationships, and understanding cultural nuances. Language adaptation involves several stages: from learning grammar and vocabulary to grasping conversational speech, idioms, slang, and non-verbal communication cues.

Alongside language adaptation, the assimilation of new cultural realities occurs. Each country possesses its unique set of social norms, values, traditions, behavioral patterns, and etiquette. Ukrainian students must adapt to differences in communication styles, interpersonal relationships, attitudes towards learning, dietary habits, understanding of humor, organization of daily life, and numerous other aspects of everyday existence. Culture shock arises when one finds oneself in a situation significantly different from what one is accustomed to and must remain in it. The term "culture shock" was first coined by anthropologist Kalervo Oberg in 1954, who defined it as the anxiety resulting from the loss of all our familiar signs and symbols of social intercourse. Upon reflection, it becomes clear that even if one speaks the language of the country one has arrived in, many nonverbal signals differ from those one is accustomed to at home and which are perceived and deciphered almost subconsciously. [2]

The success of Ukrainian students' socialization abroad significantly depends on their tangible assets. Studying abroad is a rather expensive undertaking and not affordable for everyone. Stable financial support is crucial for covering expenses related to tuition, accommodation, food, transportation, health insurance, and other essential needs. Financial stability reduces stress levels, allows students to focus on their studies and social integration, and provides opportunities to participate in social activities and travel. For example, the most common forms of financial support in Europe are scholarships (grants) and student loans, which are sometimes used concurrently (when a student receives a loan and a scholarship) and sometimes provided separately (a student receives either a loan or a scholarship). [3]

However, the intangible assets of students, which often play a decisive role in their social integration, are no less important. Among the main advantages of socialization in a foreign environment, three aspects stand out: educational level, international connections, and personal

development. First and foremost, studying abroad allows students to obtain a European or international diploma, which is widely recognized and significantly enhances career prospects in the global labor market European diplomas are valued for their quality, modern teaching methodologies, and high academic standards. In many fields, such as IT, economics, medicine, and engineering, knowledge acquired in Europe opens up broad opportunities for employment and career advancement. [4] Another important benefit of socialization abroad is the opportunity to form multicultural contacts. Students meet peers from various countries, learn to communicate in an intercultural environment, which further facilitates adaptation to the international job market and life anywhere in the world. Living in a different cultural setting inevitably requires adaptation—this fosters independence, the ability to make quick decisions, solve problems, and cope with stress. Cognitive flexibility and resilience are key qualities that are developed through the experience of studying abroad.

The socialization of Ukrainian students abroad is a complex but valuable process that encompasses linguistic, cultural, social, and professional development. The ability to leverage both tangible and intangible assets allows them not only to adapt but also to integrate into a new environment while preserving their own identity.

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