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**INTERNATIONAL SCIENTIFIC-
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**SCIENCE, EDUCATION AND TECHNOLOGY:
GLOBAL TRENDS AND REGIONAL ASPECTS**

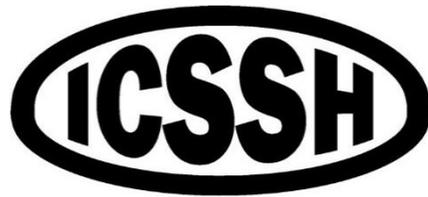
Book of abstracts



July 11, 2024

**Tampere,
Finland**





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Institute of Pedagogy of NAES of Ukraine

Khmelnyskyi National University

Kyiv National University of Technologies and Design

National Research Center “Institute of Agrarian Economics”

National Transport University

National University “Chernihiv Collegium” named after Taras Shevchenko

Private higher educational institution “Kyiv University of Culture”

SHEI “Dnipro Polytechnic”

Uzhhorod National University



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SECTION 1

PEDAGOGICAL SCIENCES

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**THE IMPORTANCE OF ECONOMICS STUDENTS' AGENCY IN LEARNING
FOREIGN LANGUAGES IN THE CONDITIONS OF WAR**

In the disruptive context of war, the significance of economics students' agency in foreign language learning emerges as a critical factor in personal and societal resilience. The intersection of economics and language skills equips students with the tools to navigate complex global landscapes, fostering adaptability and increasing opportunities in uncertain times. By taking ownership of their language learning, economics students can access a broader range of academic resources, engage in international collaborations, and stay abreast of global economic trends that may impact their home countries [3, p. 272]. In addition, language skills can serve as a bridge to new markets, facilitating post-war economic recovery and growth. This work explores the profound impact of empowering economics students to take charge of

their language learning, highlighting the unique challenges and transformative potential of such efforts in times of conflict.

The learning of foreign languages during wartime presents a multitude of challenges, particularly for economics students in Ukraine. The disruption of educational infrastructure, including the destruction of schools and universities, severely limits access to formal language courses and resources. Additionally, the constant threat of conflict and instability often forces students to relocate, interrupting their studies and making consistent learning difficult. Psychological stress, stemming from the fear and trauma of living in a war zone, significantly impacts students' ability to concentrate and retain new information. In addition to these specific challenges, students face a multitude of other difficulties. These include limited internet access, shortages of educational materials, and the necessity to prioritize survival and immediate safety over academic pursuits. These obstacles create a complex environment where learning a foreign language becomes an arduous task, yet remains crucial for future opportunities and rebuilding efforts.

Despite the significant challenges, economics students can enhance their agency in foreign language learning through various proactive strategies. Online resources and language learning applications, including Duolingo, Babbel, Memrise, Beelinguapp, Mondly, and others facilitate flexible and readily available study, even in unstable circumstances. Developing self-directed study plans can assist in maintaining a structured approach to learning. Furthermore, the use of online platforms, such as Tandem, italki or HelloTalk, enables the identification of language partners, thereby facilitating practical conversational practice and cultural

exchange. Educators and institutions play a pivotal role in fostering student agency by providing guidance on the effective utilization of online resources. Furthermore, they can provide alternative learning methods, such as virtual classrooms and recorded lectures, to ensure the continuity of education. The creation of a supportive learning environment, even in the absence of physical proximity, serves to mitigate the psychological stress associated with wartime, thereby encouraging students to remain motivated and engaged in their language studies [2, p. 558]. By combining these individual strategies with institutional support, economics students can continue to develop their foreign language skills, thereby preparing them for future academic and professional opportunities.

The transformative potential of student agency in foreign language learning for economics students during wartime is profound. When students take charge of their learning, they report increased feelings of empowerment, control, and resilience, which are crucial traits for navigating the uncertainties of conflict [1, p. 103]. Engaging actively in language acquisition enhances critical thinking and problem-solving skills, as students must continually adapt their strategies to overcome obstacles. This process also cultivates self-directed learning habits, instilling a sense of independence and motivation that transcends the immediate challenges. Over time, these empowered learners are better positioned to capitalize on global opportunities, contribute to economic recovery, and engage in international collaborations. The skills and confidence developed through self-directed language learning can thus have enduring benefits, enhancing both personal growth and professional prospects well beyond the wartime context.

In conclusion, recognizing student agency in foreign language learning for economics students during wartime is crucial. Despite challenges like disrupted infrastructure and psychological stress, strategies such as online resources and self-directed study enable continued education. Educators and institutions must provide guidance and alternative learning methods to support student agency, which enhances empowerment, critical thinking, and self-directed learning. These skills contribute to both personal and societal resilience. Post-war, foreign language proficiency will be key for economic recovery, fostering international collaboration and new market opportunities. Developing student agency in language learning is essential for preparing economics students to rebuild and thrive globally.

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