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LANGUAGE AND INTEGRATION OF INTERNATIONAL STUDENTS: A COMPARATIVE PERSPECTIVE IN THE CONTEXT OF GLOBALIZATION

Language serves both practical and social functions. It is a tool for learning, participating in academic discussions, and building relationships with peers and teachers. Globalization has transformed higher education into an international platform characterized by mobility, cooperation, and knowledge exchange. Universities compete globally for students, academic staff, and research opportunities, which encourages the development of multilingual educational environments (Knight, 2012).

For international students, studying abroad means not only acquiring professional knowledge but also adapting to new communication practices and social norms shaped by language. Entering a new academic space requires facing not only educational challenges but also linguistic and sociocultural adaptation. With time, students must gradually move beyond basic communication toward more complex academic language use.

As M. Byram notes, language serves both as a tool of communication and as a mechanism of integration into academic and social life (Byram, 1997). The linguistic environment of modern Ukraine possesses specific characteristics shaped by historical and cultural factors. Ukrainian functions as the state language and an essential element of national identity, while English serves as a language of international communication. Living in a multilingual environment encourages international students to combine elements of their cultural identity with new linguistic and social experiences. This process often leads to increased intercultural awareness and multilingual competence, which are valuable skills in the globalized world (Petrovic & Olmstead, 2001).

Different countries apply various approaches to linguistic adaptation. Many Western European universities rely heavily on English-medium instruction, whereas others promote immersion in the national language. Countries such as Germany, the Netherlands, and Sweden offer degree programs in English, reducing initial linguistic barriers and allowing students to focus primarily on their studies. With that said, reliance on English may sometimes limit deeper cultural integration, as students remain within their respective international communities rather than fully engage with local life.

In contrast, countries that emphasize national-language instruction, including France, Poland, and Japan, encourage a more focused immersion in the language as a central element of adaptation. In this way, international students are more actively involved in learning the local language, which often leads to stronger social integration, greater participation in everyday cultural practices, and a higher overall quality of life. At the same time, this model may create additional academic stress during the early stages of study, as students must master subject knowledge and develop their language skills simultaneously (Byram, 1997).

In conclusion, the experience of international students in modern linguistic environments reflects broader processes of globalization and educational transformation. Language functions not only as a means of academic communication but also as a key factor of social integration and intercultural interaction. From language

barriers to academic stress, it can be a challenge for a student to keep up with. Comparative perspectives show that successful adaptation depends on balancing global communication through English with engagement in local linguistic and cultural contexts. Higher education establishments, therefore, play an important role in creating inclusive multilingual environments supported by language education and intercultural activities. Strengthening such practices contributes to more effective internationalization of higher education. It prepares students to participate in an increasingly interconnected world.

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DIGITAL TEXT CODING AS AN EFFECTIVE STRATEGY FOR DEVELOPING READING COMPREHENSION AND CRITICAL THINKING

In modern pedagogy, the development of reading comprehension and critical thinking skills is considered one of the key priorities in language education. One of the most effective strategies that enhances students' interaction with texts is text coding, also known as the Interactive Notation System for Effective Reading and Thinking (INSERT). This approach enables learners to actively engage with written material by marking it with specific symbols that reflect their cognitive processes. The theoretical