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PROBLEMS IN ENGLISH LINGUOSOCIOCULTURAL COMPETENCE FORMATION IN SPEAKING SKILLS ACQUISITION OF FUTURE PHILOLOGISTS DURING THE WAR IN UKRAINE

The linguosociocultural competence formation is a highly important component in learning English, as it determines a student's future professional skills, consequently, their career prospects. Its development is a mandatory part of English learning, as it provides conditions for the in-depth study of English by future specialists. Given that a number of war-related factors in Ukraine affect the effective development of LSCC, educators need to be well informed about the challenges that may arise in the educational process.

The war in Ukraine has introduced a range of unprecedented challenges to the educational environment, directly impacting the formation of linguosociocultural competence among students of English. Displacement, psychological trauma, interrupted schooling, and limited access to educational resources have created significant barriers to the consistent and effective development of LSCC. Teachers working in such conditions must demonstrate not only professional expertise but also emotional resilience and adaptability in order to support their students' learning journeys.

For instance, Pinchuk, Feldman, Seleznova and Virchenko conducted a study that demonstrates the high prevalence of mental health problems among Ukrainian students during the war, as well as the critical role of mental health in academic performance and the sustainable development of Ukraine's intellectual potential during wartime [1].

Teachers must therefore be well-informed and psychologically prepared to recognize and respond to various manifestations of stress in their students. The consequences of the full-scale invasion have had a measurable impact on the formation of LSCC, particularly in the area of speaking, and are reflected in the following ways:

- psychological tension;
- anxiety and chronic stress;
- deterioration of physical wellbeing;

- disruption to the format of learning;
- interruption of the academic process;
- decline in academic motivation.

All of the factors listed above converge into one particularly significant outcome — a marked deterioration in students' speaking ability. It has been observed that, following a night of shelling, students struggle to articulate their thoughts in any language, whether their native tongue or the language they are studying.

In this context, the role of the English language teacher extends far beyond the transmission of linguistic knowledge. Educators must be equipped to address the sociocultural dimensions of language learning, fostering an awareness of cultural diversity and intercultural dialogue even amid the hardships of wartime.

We aim to present a number of strategies to reduce the psychological impact of the war. Practical approaches may include:

1. **Creating an emotionally safe space:** speaking calmly and respectfully, and avoiding sensitive topics such as family members serving at the front or living under occupation, unless the student themselves wishes to share such information;

2. **Motivation and belief in the student:** acknowledging and celebrating even small achievements to build confidence and encourage continued effort;

3. **Flexibility in the learning process:** allowing deadline extensions when, for example, the city has experienced shelling the night before, and providing opportunities for students to make up missed classes;

4. **Psychological support:** remaining attentive to students' emotional states, validating their feelings rather than dismissing them, and making it clear that students are welcome to seek help. It is worth remembering that empathy is the key to improving the educational process under wartime conditions.

Furthermore, the integration of digital tools and online learning platforms has become essential for maintaining continuity in English language education during periods of conflict and instability. While technology offers valuable opportunities for accessing authentic language materials and connecting with international communities, it also demands a high level of digital literacy from both teachers and students. Addressing these technological and sociocultural challenges simultaneously requires a thoughtful, flexible, and student-centered pedagogical approach.

Ultimately, the successful formation of LSCC under wartime conditions depends on the teacher's ability to create a safe, inclusive, and culturally enriched learning environment — one that not only develops students' language proficiency

but also strengthens their cultural identity and prepares them for meaningful participation in the global professional community.

References:

1. Pinchuk, I., Feldman, I., Seleznova, V., & Virchenko, V. (2025). Braving the dark: Mental health challenges and academic performance of Ukrainian university students during the war.