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**ЕКОНОМІЧНИЙ, СОЦІАЛЬНИЙ,
ПСИХОЛОГІЧНИЙ,
ІНФОРМАЦІЙНИЙ,
ВІЙСЬКОВИЙ, ПРАВОВИЙ ТА
ОСВІТНІЙ ВИМІРИ**

Колективна монографія

***за редакцією д-ра держ. упр.,
проф. З. М. Бурик***

WARSAW, POLAND 2025

СУЧАСНІ ВИКЛИКИ ТА СТРАТЕГІЇ ЗАБЕЗПЕЧЕННЯ КОМПЛЕКСНОЇ БЕЗПЕКИ: ЕКОНОМІЧНИЙ, СОЦІАЛЬНИЙ, ПСИХОЛОГІЧНИЙ, ІНФОРМАЦІЙНИЙ, ВІЙСЬКОВИЙ, ПРАВОВИЙ ТА ОСВІТНІЙ ВИМІРИ

КОЛЕКТИВНА МОНОГРАФІЯ

за редакцією д-ра держ. упр., проф. З. М. Бурик



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Монографія присвячена комплексному дослідженню сучасних викликів та стратегій забезпечення комплексної безпеки держави і суспільства. У роботі розглянуто ключові виміри безпеки, зокрема економічний, соціальний, психологічний, правовий та інформаційний. Проведено аналіз загроз, що виникають в умовах воєнного стану та глобальних трансформацій. Окрему увагу приділено проблемам соціально-психологічної адаптації населення, зокрема з посттравматичним синдромом в учасників бойових дій, емоційною вразливістю підлітків, роботою на деокупованих територіях та вдосконаленню правових механізмів захисту прав військовослужбовців, корпоративних прав, протидії тероризму та домашньому насильству. Запропоновано стратегічні підходи до посилення стійкості держави, що враховують як управлінські інновації, так і роль громадянського суспільства.

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АНОТАЦІЯ

Колективна монографія присвячена комплексному дослідженню сучасних викликів та стратегій забезпечення комплексної безпеки України. Актуальність роботи зумовлена безпрецедентними загрозами, що постали перед державою та суспільством внаслідок повномасштабної збройної агресії, глобальних трансформацій та необхідності адаптації системи державного управління до умов воєнного стану. Традиційні підходи до безпеки виявляються недостатніми, що вимагає міждисциплінарного аналізу її ключових вимірів: економічного, соціального, психологічного, інформаційного, військового, правового та освітнього. Метою монографії є теоретико-методологічне обґрунтування та розробка практичних стратегій для посилення стійкості держави. Це включає аналіз специфічних загроз у кожному з вимірів безпеки та формування інноваційних управлінських підходів, спрямованих на захист населення, збереження ідентичності та забезпечення сталого розвитку в умовах екзистенційних викликів.

У монографії детально проаналізовано багатовимірну структуру комплексної безпеки. В економічному вимірі особливу увагу приділено забезпеченню продовольчої безпеки. Досліджено інформаційно-аналітичні підходи до її асекурації та проаналізовано конкретні технологічні аспекти вирощування стратегічних культур (сої, кукурудзи та гороху) для задоволення продовольчих потреб. Окремо розглянуто механізми забезпечення фінансової безпеки держави, зокрема роль Бюро економічної безпеки, та застосування сучасних методів прогнозування, включаючи сценарний підхід та моделі штучного інтелекту, для управління розвитком підприємств.

Глибоко досліджено соціально-психологічний вимір, що опинився під найбільшим тиском внаслідок війни. Запропоновано конкретні стратегії подолання посттравматичного стресового розладу в учасників бойових дій. Проаналізовано виклики соціально-психологічної адаптації населення, зокрема емоційну вразливість підлітків у воєнний час. Розглянуто нові завдання соціальної роботи в умовах цифрових трансформацій та специфіку її організації на деокупованих територіях, підкреслюючи роль благодійних фондів та фандрейзингу в цьому процесі. Також проаналізовано проблеми протидії домашньому насильству в умовах воєнного стану.

У правовому та адміністративному вимірі робота фокусується на адаптації законодавства до нових загроз. Проаналізовано правове регулювання боротьби з тероризмом, механізми захисту прав військовослужбовців та захисту корпоративних прав як елементу національної безпеки. Окремий розділ присвячено викликам та стратегічним підходам у державному управлінні сферою охорони здоров'я в контексті комплексної безпеки.

Нарешті, у культурному та інформаційному вимірі обґрунтовано роль національних культур як гаранта збереження ідентичності та проаналізовано концепцію «культурна безпека» (cultural safety), діалогу та толерантності як інструментів запобігання конфліктам.

Дослідження підтверджує, що забезпечення комплексної безпеки в сучасних умовах вимагає системного та інтегрованого підходу, що виходить за межі суто військової чи економічної сфери. Монографія доводить, що стійкість держави (state resilience) ґрунтується на синергії ефективного державного управління, стійкої соціально-психологічної адаптації суспільства, надійних правових механізмів та збереженні культурної ідентичності.

Автори наголошують на необхідності впровадження інноваційних управлінських моделей, активної цифрової трансформації соціальної сфери та посилення взаємодії між державними інституціями та громадянським суспільством, зокрема благодійними фондами. Запропоновані у роботі стратегії та практичні рекомендації спрямовані на посилення здатності України протистояти гібридним загрозам та забезпечити основу для сталого повоєнного відновлення.

КЛЮЧОВІ СЛОВА:

продовольча безпека, соціальна безпека, посттравматичний стресовий розлад (ПТСР), націоналізм, культурна безпека (cultural safety), тероризм, соя, кукурудза, горох, державне управління, військовослужбовці, корпоративні права, соціальна робота, фандрейзинг, підлітки, домашнє насильство, прогнозування, фінансова безпека.

РОЗДІЛ 5.

CULTURAL SAFETY: DIALOGUE, TOLERANCE, CONFLICT PREVENTION

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INTRODUCTION

Nowadays the problem of finding ways to ensure comprehensive safety in the area of cultural safety in Ukraine is becoming more relevant. Our confidence concerning the legitimacy of the above statement is based on some observation exemplifying thoughts by such scientists as S. Artemiev, O. Mal'ko, O. Sharovatova, O. Brygada, B. Tsymbal, O. Kovaliov, O. Illinskyi. They proclaim that the task of modern researchers is to preserve and increase the moral, cultural, scientific values and achievements of society through the formation of a cultural safety [1, 2]. We agree that it is the cultural safety requires special, targeted formation because the high mortality rate of Ukrainians has been noted overcoming increasing man-made burden on the environment and humans, the emergence and spread new types of dangers like environmental, social and informational dangers as well as political and military ones.

The purpose of this section of the monograph is to clarify the concepts of "Formation of cultural safety of Ukrainian society in modern circumstances",

“Conflict prevention”, “Dialogue as part of cultural safety of Ukrainian society in modern circumstances”, “Tolerance as part of cultural safety of Ukrainian society in modern circumstances”. Besides we’re planning to point the relevance projection of the above concepts aiming to protect cultural, mental and psychic health of citizens of Ukraine, taking into account the socio-educational, psychological and legal realities in the present state of martial law through a certain educational perspective of enlightenment regarding the realities of life. Moreover, we’re aiming to describe possible relevant linguistic studies for extra curricular English language classes at various higher education institutions in general and within the National University of Life and Environmental Sciences of Ukraine in particular.

1. Safety of Ukrainian society in modern circumstances

First of all, we consider it’s appropriate to clarify the concept “Formation of cultural security of Ukrainian society in modern circumstances”. We’d consider this concept to be a shaky and unstable concept concerning the modern realities of Ukrainian reality. Undoubtedly without any clarification the state of protection of the cultural identity, values, traditions and heritage of the Ukrainian people from external and internal threats may lead to their loss, degradation or change.

We’d suppose that the abovenamed statement caused the situation when the main topic of discussion in English extracurricular group classes became consideration, clarifying questions and discussions about a relevant text based on a specific literary source [1] in which the concept “Formation of cultural safety of Ukrainian society in modern circumstances” is specified as the first important item. In order to strengthen the adaptation factors to perceive foreign-language text by Ukrainian students on the topic concerning safety culture, it was the proposal to divide this textual abstract into three content parts.

The first substantive part of the Ukrainian text being translated into English, dealing with the disclosure of the concept “Formation of safety culture for Ukrainian society in modern circumstances” is worth to be proposed to Ukrainian students in the following way: “As of the summer of 2025, it is constantly necessary to direct the efforts of the intelligentsia either to the preservation or to development of the cultural heritage of Ukrainians (language, art, religion), and to the promotion of cultural diversity and intercultural dialogue, since the vulnerability of the spiritual essence of every conscious Ukrainian is higher compared to his vulnerability of as a biological being to external risk factors: natural hazards, tectonic hazards, topological hazards, meteorological hazards, man-made hazards such as accidents with the release of radioactive and hazardous chemicals into the environment, fires and explosions, hydrodynamic accidents, road accidents, socio-political dangers, military dangers and damage from weapons and other means of destruction. Since 2014 the citizens of Ukraine have been facing the fear of destruction from external attackers, and since 2022, they have been completely in a state of full-fledged hostile attack on the entire sovereign territory of Ukraine, which makes the situation in the sphere of human life security in Ukraine extremely difficult”.

As for us, the above-represented text material No. 1 should be taken into memory through the preparation and publication of students' answers to the following questions: “What should the efforts of the intelligentsia be directed towards, in addition to the preservation and development of cultural heritage?”, “What belongs to the cultural heritage of an Ukrainian citizen?”, “What are the external risk factors for the cultural safety of a modern Ukrainian citizen?”, “In which years did the problem of human life security in Ukraine intensify and why?”. To continue linguistic studies with this text it is appropriate to introduce into the active and passive vocabulary of Ukrainian students such key concepts from textual material No. 1 as preservation of the cultural heritage of Ukrainians, vulnerability of the spiritual essence, external risk factors, promotion of cultural

diversity, promotion of intercultural dialogue, natural hazards, tectonic hazards, topological hazards, meteorological hazards, technogenic hazards and military hazards. Also we consider it is appropriate to fix the understanding of the content of the mentioned terms being presented above with additional presentations to become illustrative reports, creating a conversational situation - discussion with the reviewed terms or representing relevant audio and video material as well as completing a crossword puzzle being based on the content of text material No.1. Besides, we'd recommend to continue student's work with the textual material No. 1 by writing adequate short synopsis to fix the most important items to be further retold in few sentences in students' own words as well as to be reflected on the possible continuation concerning textual material No. Moreover, some attempts of students' essays concerning own impressions and experiences are also important to be involved there. It's worth also to reflect on how the reviewed text material 1 specifically applies to each student among the members of the English language club individually and within his /her own youth community.

We'd suppose that the second substantive part of a relevant Ukrainian text being translated into English must deal with the disclosure of the concept of "Formation of cultural security of Ukrainian society in modern circumstances" too. It should, in our opinion, be proposed to Ukrainian students aiming to study English through the following statements: "The disappointing situation with regard to the culture of modern Ukrainian security lies, for example, in the fact that over the last decade Ukraine has ranked among the first in the world in terms of adult mortality, as well as concerning the prevalence of cardiovascular diseases. This is undoubtedly the main cause of mortality among the Ukrainian population and it is one of the main medical, biological and social problems of modern Ukraine because cardiovascular diseases and circulatory disorders until recently constituted 67 % of all deaths in our country and not only due to unhealthy lifestyles (smoking, alcohol abuse, lack of physical activity, nervous physical overload and poor nutrition) but especially now meaning the backdrop

of constant stress from the wailing of sirens, the constant expectation of the physical destruction of every ordinary Ukrainian (even a civilian who is in his own apartment building in a civilian city without military facilities). It is precisely such a stressful state, unsatisfactory social conditions, pollution of air, soil, and water due to military actions and man-made disasters, leading an unhealthy lifestyle, harmful working conditions, smoking, and drinking alcohol and poor-quality drinks or poor-quality food, in parallel with the appearance of cardiovascular diseases provoke the appearance of oncological diseases (neoplasms or cancer) too”.

We'd suppose that this represented text material No. 2 should be understood by preparing and announcing students' answers to the set of questions. This set predicts such questions as “What is the disappointing situation with the cultural safety of modern Ukrainian society?”, “What is one of the main medical, biological and social problems of modern Ukraine?”, “What are the components of an unhealthy life style?”, “What factors cause the constant stressful state of modern Ukrainians?”, “What pollutes the environment during military actions in Ukraine?”, “What factors provoke the appearance of oncological diseases for modern Ukrainians?” etc.

To continue relevant students' linguistic work with this textual abstract is to introduce some key concepts of textual material No. 2 into their active and passive vocabulary representing some key words list within some adequate statements like mortality rates among the adult population in Ukraine, prevalence of cardiovascular diseases in Ukraine, medical and biological problems of modern Ukraine, social problems of modern Ukraine, signs of an unhealthy lifestyle, stress state of Ukrainians during internal hostilities, the problem of expecting physical destruction, environmental pollution, harmful working conditions, cancer, smoking, alcoholism. In parallel, we'd recommend memorize textual material No. 2 key concepts by discussing relevant problem about expecting physical destruction, environmental pollution, harmful working conditions, cancer,

smoking or alcoholism within the small groups of students. In addition we'd recommend to take into account some key concepts of textual material No. 2 through additional presentations – illustrative reports, creating a conversational situation - discussion involving adequate previously reviewed terms, preparing and representing relevant audio and video material as well as completing a crossword puzzle on the basis of the reviewed textual material No. 2. Besides it's better also to predict such linguistic work as relevant short synopsis composing in order to memorize the favourite students' sentences by retelling them in own words and reflections on their own possible continuation of the previously reviewed textual material No. 2. Moreover, it's worth to predict students' further adequate own impressions and experiences as well as reflections on how the represented text material No. 2 specifically applies to each student among the members of the English language club particularly or within relevant youth societies in general.

And now it's a turn to speak about the third substantive part of the Ukrainian text being translated into English in order to develop English language perception. It must deal with the disclosure of the concept "Formation of cultural safety of Ukrainian society in modern circumstances" within following textual sample: "It is worth noting that today the most common consequences of prolonged smoking are the occurrence of lung diseases and the development of various tumors of the respiratory system. 90% of lung cancer cases are related to smoking. In addition to the prevention of cardiovascular and oncological diseases, the cultural safety should also be strengthened in terms of injury prevention, prevention of accidents at work due to non-compliance with the rules safety, suicide prevention, prevention of road accidents and being in confrontation with the enemy on the battlefield and in peaceful places, especially in relation to the male population of Ukraine. In addition, it's worth to know that an average of 9-10 people die on the country's roads every day, road accidents are the leading cause of death for young people aged 15 to 29. Psychological disorders have also

increased witnesses of military operations, people with amputees or those who were in captivity or lost their homes, relatives during military operations”.

We think that it's worth to mention that the possible students' linguistic studies with this represented textual material No. 3 should include the preparation and publication of students' answers to some adequate questions. These questions may be proposed in such version as "What are the consequences of prolonged smoking among Ukrainians?", "In what aspect should the culture of safety be strengthened among Ukrainians in addition to the prevention of cardiovascular and oncological diseases?", "Is a certain gender more vulnerable in modern living conditions in Ukraine?", "What is the main cause of mortality among young people in modern Ukraine?", "What are the reasons for the emergence and spread of mental disorders against the backdrop of recent events in Ukraine?". In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 3 as the occurrence of lung diseases, prevention of injuries and lesions, prevention of accidents at work, prevention of suicides, prevention of road accidents, preservation of the male population of Ukraine in wartime and prevention of psychological disorders of Ukrainians in wartime. Moreover, we suppose that it is advisable to consolidate in the minds of Ukrainian students the understanding of text material No. 3 through additional presentations-illustrative reports together with the creation of a conversational situation-discussion involving the reviewed terms. As for us to continue adequate student's linguistic studies is to propose the task of relevant audio and video material selecting as well as designing some crossword puzzles dealing with the textual material No. 3 or adequate short synopsis composing. It's undoubtedly important to predict students' retelling in their own words and reflecting on the possible continuation of text material No. 3 as well as writing one's own impressions and experiences, reflecting on how the reviewed text material No. 3 specifically applies to each student among the members of the English language club themselves or within their vital interests society. Besides,

it's worth to admit that separate consideration requires clarification of the coherent concept "Culture of community security during military oppression" to be undoubtedly tangential to the general concept "Formation of cultural security of Ukrainian society in modern circumstances" in order to reduce the risk experiencing physical and moral violence as well as in order to develop subconscious and instinctive skills to counteract distrust and panic in stressful situations.

We'd suppose that suppose that our Ukrainian students should be familiarized with real life situations activity during current wartime, on the basis of adequate journalistic style literary source [3] which is also appropriate to be divided into two separate parts. Namely this source should be considered as a continuation of the previous reviewed texts being related to the formation of the concept "Formation of cultural safety of Ukrainian society in modern circumstances". Accordingly, it's possible to propose the fourth substantive part of the English text being related to the disclosure of the mentioned concept being proposed to Ukrainian students within the following statements: "When an explosion, fire or collapse occurs near a modern Ukrainian, the first natural reaction of his human body is panic, confusion, the need to act or flee. But incorrect actions may prevent professional help. It is important to act according to the principle "Ask what is necessary and do not do anything unnecessary". Emergency services need to be informed of the exact location of the incident, the type of incident (fire, explosion, etc.), potential risks (collapse, flammable materials, access barriers), the number of victims and the nature of their injuries, which concrete services representatives are already working on site and what additional resources are still needed). It is worth remembering that in order to increase the number of victims Ukrainian enemies mostly provide a risk of a second planned missile or drone strike. Therefore, every Ukrainian must move at least 200 meters away from the explosion site as well as he you should not return to the place of the strike without permission; if you see a victim nearby make sure

that there is no threat to you and then only help, you should not move the person without the permission of the doctors, but you can stop the bleeding and report the coordinates of the victims. Also you should remember about order not to distribute photos and videos to official messages as well as not to run to the arrived medics if your personal life is not in danger – It is better to help organize a queue for assistance or coordinate the procedure for moving in case of evacuation. Please memorize accident case telephone numbers 112 or 103 with a clear message (you can use the international algorithm)."

Likely the linguistic studies with the previous reviewed textual materials the students' work with textual material No. 4 should also include the preparation and announcing own answers to the some questions. These relevant questions may be represented within such statements as "When do modern Ukrainians experience panic, confusion, the need to flee or act?", "May wrong actions while dangerous accidents harm professional help?", "What principle should be followed in an extreme situation?", "What exactly should be reported to emergency services in an extreme situation?", "Is there a risk of a repeated planned missile or drone strike?", "Is it possible to return to the place of injury without permission?", "What medical assistance can an average person provide to others?", "What can an average citizen of Ukraine organize in the event of an extreme situation during military operations?", "What phone numbers can I use to contact the emergency response service in Ukraine?".

In addition, we'd recommend to introduce into the active and passive vocabulary of students some adequate key concepts of textual material No. 4 exemplifying such relevant phrases as panic prevention in wartime, cooperation with emergency services, organization of first aid, organization of evacuation from dangerous areas, actions in the event of a drone or missile attack. In parallel, it's worth to continue students' linguistic work with textual material No. 4 through additional presentations – illustrative reports, creating a conversational situation – discussion to train i mentioned terms within such linguistic activities

which are similar to the linguistic activities being related to the previously reviewed texts.

Basing on the explanations above, it is likely that Ukrainian students while studying English will also be familiar with the following text passage as the passage related to the fifth content part dealing with the disclosure of the concept «Formation of cultural safety of Ukrainian society in modern circumstances» within the following notes: "Self-help itself is important for every Ukrainian during actual current wartime while dealing with stress to find himself in difficult life circumstances on the basis of mastering the grounding technique. This technique involves activating all five senses: pronounce the titles five objects you 're observing around you, pronounce the titles of four sounds you hear, pronounce the titles of three things you're touching now (hair, fabric, chair); pronounce the titles of two smells you're smelling right now (like perfume, coffee, fresh air) memorize and announce one taste in your mouth (tea, chewing gum or even just saliva) etc. The second time of self-help includes mastering the "Stress unhooking" technique. To fulfill this technique, you should become aware of the thought and the relevant emotion, name it as "Just a thought", "Just a fear" and perform a physical everyday action (for example, pour water, put things away, call a friend to get rid of painful thoughts-memories that cling, pull you towards negativity, related to the past, guilt, fear or anger). At the same time, you should determine what is important to you and choose small actions that embody these values. Make a short plan for two or three actions per week. These actions are not just habits but they make a way of living based on your own senses. These actions will give you strength even in very difficult moments".

As for us, students' linguistic work with the reviewed text material No.5 may predict preparation and announcing students' answers to the following questions: "What is self-help in a stressful state through the grounding technique during an extreme situation in the current wartime in Ukraine?", "What is self-help in a stressful state through the technique of removing stress from the hook

during an extreme situation in the current wartime in Ukraine?"; "Do you need to draw up an action plan to get yourself out of a stressful state?"; "How to develop the ability to live with support from your own senses?"; "Can switching types of activity relieve the stressful state of a modern Ukrainian in the current conditions of martial law?" In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of textual material No. 5 as prevention of psychological disorders and panic attacks in wartime, self-help for stress, practical application of grounding techniques, practical application of stress release techniques, etc. As for us it is possible further mastering the understanding of key concepts from the previously mentioned textual material No.5 through additional presentations-illustrative reports, creating a conversational situation-discussion involving reviewed terms, presentation of relevant audio and video material as well as completing a crossword puzzle on the basis of textual material No. 5. A short synopsis will do too in order to fix the most important for each student few sentences to be retold in own words and to be reflected on a possible continuation of textual material No. 5 with accordance of announcing one's own impressions and experiences, reflecting on how the published text material No. 5 specifically applies to each student from among the members of the English language club individually and in the youth community.

In line with the above, a graduate of a higher education institution must have a high level of knowledge, skills, and competencies in the field of life safety, environmental culture as well as occupational safety culture. Accordingly, the formation of a safety culture and the acquisition by higher education students of relevant knowledge, skills and competencies in the field of life safety, environmental culture and occupational safety culture is a cardinal way to increase the overall life safety of the population of our country.

We'd suppose that an example of the possible formation of cultural safety of Ukrainian society in modern circumstances through linguistic studies during practical classes in a foreign language at the National University of Life and

Environmental Sciences of Ukraine is the experience conducting preventive conversations about threats to physical and mental health, watching patriotic films with subtitles on relevant topics, reviewing guidelines for behavior during an air raid in English, development of posters – as a result of art therapy with inscriptions in English and familiarization with the rules of a healthy life and the belief that there is a way out in any situation using optimistic real-life stories as an example. Additionally, (provided in the case of time left for additional lesson) it would be appropriate to re-familiarize the Ukrainian members of the English language club with the rules of the road as pedestrians and the driver (especially emphasizing the inadmissibility of distraction by gadgets and non-violation of the personal boundaries of another individual). As part of student group work or as a subtype of independent work it is possible to offer the following example of the Safety precautions unit of specific exercises from the book “Engineering” [4] like the previous proposal to answer certain questions “What are some ways to keep workplace safe?”, “What should there be to ensure safety at work?”) and clarifying the opinions expressed after familiarizing reading a certain short English text about occupational safety: The workplace is dangerous without proper care. Take the following precautions to prevent accidents and injury: report all potential hazards to a superior, always bring and wear safety gear like gloves and goggles, handle liquids carefully and clean spills immediately to avoid slips; use caution while cleaning spills reminding that liquid on electrical equipment often causes shock, eating or drinking in the workplace is prohibited, only use the fire extinguishers to put out fires reminding that spraying water or other materials spreads flames and causes burns, in case of injury call paramedics as well as treat minor wounds with first aid”.

It is also possible to check the understanding of the presented text by choosing answer options based on the content, such as A first aid procedures, B safety in the workplace, C how to use a fire extinguisher, D where to find gloves and goggles to be chosen for text question “What is this abstract about?”, A wear

safety gear, B call the paramedics , C tell a superior about it, D get a fire extinguisher to be proposed for text question "What should employees do when they see a hazard?" and A its fire extinguishers are new, B its employees eat while working, C it provides safety for employees, D it has potentially dangerous equipment to be chosen for text question "What can you infer about this workplace?". In parallel it is in use to find accordance for some thematic terms like gloves, shock, goggles, burn, fire extinguisher, accident with adequate safety rules definitions like A puts out fires, B an unwanted happening, C protect your hands, D injury caused by electricity, E protect your eyes, F injury caused by a fire. Besides it's worth to find the place of words precaution, hazard, injury, prohibited, first aid to fill the gaps up concerning such statements as "1 Wearing goggles is a safety...", "2 Sandals are....in the construction area", "3 Storing gas near open flames is a safety...", "4 He only needs because his wounds are minor", "5 The paramedics can treat the...". Also it is worth to propose students to switch roles using the phrases I want to talk about the accident, and then he slipped... They're in hazard, what accident happened? How did it happen? What happened to the involved people?, Charles was using the blowtorch, his hand slipped and something on the table started burning, he was trying to put it out when his shirt caught on fire.

2. The concept "Conflict prevention"

The next stage of our research is the task of clarifying the concept of "Conflict prevention". We'd consider it to be a set of measures being aimed at preventing the emergence of conflicts or reducing their destructive effects due to identifying and eliminating the causes of conflicts, as well as creating conditions for peaceful resolution of disagreements based on the basic maxims of conflictology.

Undoubtedly, Ukrainian students should be familiarized with the basic and relevant terms of the science of conflictology as well as their use in practice while reviewing certain English-language text on a relevant being topic based on a relevant Ukrainian literary source [5]. We'd recommend to divide it into two separate parts. Accordingly, the first possible substantive part of the English-translated text being related to the disclosure of the concept of "Conflict prevention" may be represented within following notes: "The concept of "Conflict prevention" in the understanding of it as predicting possible conflict situation in systems of specific interactions and taking measures to prevent them is a common and identical concept of security culture. Conflict management in the understanding of it as a process of controlling a conflict by its participants or external forces through efforts of limiting the conflict within certain limits, preventing its escalation), ending the conflict (ending the conflict by changing the objective conditions), resolving the conflict (eliminating or minimizing the problems that divide the parties and reaching an agreement between the participants). The specified achievement of agreement by the conflict participants is possible through the use of one of such methods as dominance (the victory of one party over the other through the imposition of its will, which can be achieved through the use of psychological and even physical means), capitulation (unconditional concession to the other party)".

We'd suppose that during the further stage of students' linguistic work with the reviewed text material No.6 the English club members should prepare and announce the answers on the set of questions exemplifying such items as "What concept is related to the prediction of possible conflict situations in systems of specific interactions and the taking of measures to prevent them?", "What is the concept of ending a conflict by changing objective conditions?", "What is conflict resolution?", "What are the ways in which conflict participants can reach agreement?", "What is dominance in terms of considering it as a way of achieving

unity by the participants in the conflict?”, “What is capitulation in terms of considering it as a way of achieving unity by the participants in the conflict?”

In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 6 as conflict control, elimination or minimization of problems, capitulation, change of objective conditions in the conflict, agreement in the conflict, dominance in the conflict with parallel consolidation of the presented terms through additional presentations-illustrative reports, creation of a conversational situation-discussion involving the learned terms, presentation of relevant audio and video material. Also it's worth to propose the work to make a crossword puzzle being based on the text material No. 6 and a short synopsis – the most important for each student are a few sentences of retelling i their own words and reflections on the possible continuation of text material No. 6 and representing one's own impressions and experiences, reflecting on how the textual material No. 6 specifically applies to each student from among the members of the English language club individually and in general.

In parallel, in our opinion, the desired clarification is the continuation of the disclosure concerning conflict prevention for Ukrainian students through familiarization and processing of the second content part of the text of the literary source [6]: “There are some ways to resolve the conflict. It is appropriate for students of Ukrainian educational institutions to know about such ways of resolving the conflict situation as a way out (one of the parties refuses to continue participating in the conflict);integration (finding a solution that satisfies both parties, no one sacrifices anything) and compromise (a concession by both parties when neither achieves the goal; this is an undesirable outcome but it is the most likely possibility of resolving conflicts through the following scheme “I console myself with what I really get from the compromise, but at the same time I do not neglect the interests of a person who is not indifferent to me in the light of global interests – maintaining relations with the other party” through negotiations or

the participation of a third party). The most important thing among the mentioned the ways of behavior is to prevent conflict meaning understanding in advance the possibility of its occurrence and eliminate the cause. To do this it is necessary to remember that a person, placed into conflict is in a situation that is subjectively significant for person and this person sees no other way out. Therefore, conflict plays a major role in regulating people's behavior and activities as well as it significantly depends on the external context, and an important component of it is the socio-psychological environment. The consequences of conflict actions are included in the conflict at an ideal level: the participants in the conflict have a certain image of possible outcomes and choose their behavior accordingly. At the same time, the conflict itself may be considered as a constructive experience. It allows person to expand the framework of perception of the situation and search for ways to solve it".

To fix the reviewed textual material No. 7 is to provide some steps like answering some adequate questions. Their list may be proposed in such version as "What are the ways to resolve a conflict situation?", "What concept is related to the imperative to understand the possibility of its occurrence in advance and eliminate the cause?", "In what situation, as a rule, does a person conflict?", "What role does the conflict itself play in regulating people's behavior and activities?", "Is the socio-psychological environment related to the conflict?", "Do the participants in the conflict have a certain image of possible outcomes? and accordingly choose their behavior?", "Can conflict be considered as a constructive experience?". Further it's worth to fix some adequate key statements (examples of conflict resolution, conflict resolution, conflict integration, conflict escalation prevention, compromise and cooperation in a conflict situation) into the active and passive vocabulary of students as well as preparing and representing some adequate illustrative reports, creating a conversational situation – discussion involving learned terms, presenting relevant audio and video material, as well as completing a crossword puzzle based on the content of text material No. 7 and a

short summary – the most important few sentences for each student retelling in your own words and reflecting on the possible continuation of text material No. 7.

In addition, it is appropriate for students of higher education institutions to familiarize themselves with and discuss the thesis that the concept of “Conflict Prevention” is related to such related concepts of cultural security as “Preventing conflict escalation”, “Ways of behavior in conflict” and “Strategies of behavior in conflict”, “Ways of resolving conflict situations”, “Tactics of resolving conflict”, “Ways of resolving conflict”, “Strategies of resolving conflict”, which is appropriate while familiarizing yourself with the texts of literary sources [4; 5]. In our opinion, it should also be presented in two separate content parts for adaptation purposes to be regarded as the third and fourth first content part of the English-translated text concerning the concept of “Conflict prevention”.

We’d supposed to propose certain sample of the third content part of the text, being either relevant to the disclosure of the topic “Conflict prevention” or being advisable to offer to Ukrainian students while studying English outside of class, may be focused within the following sentences: “The concept “Preventing conflict escalation” is the implementation of four basic recommendations: be able to recognize a conflict situation in time, to find out its cause as well as be able to behave politely and not to use offensive words or some categorical words like “always”, “never”, “no way”. Please try not to mock, disrespect, humiliate the interlocutor. The concept “Behavior styles in conflict” includes the following four behaviors as evasion-withdrawal from the conflict (when a conflict participant does not defend his rights, does not cooperate with anyone to solve the problem, evades the solution), competition-struggle (when a participant in the conflict satisfies his own interests, harming others, imposes his decision), accommodation – compliance (when a conflict participant smooths out contradictions, harming their own interests), compromise (regulation of differences through mutual concessions), cooperation (cooperation as a solution to the conflict through mutual satisfaction of interests). The choice of your own way of behaving in a

conflict depends on the individual psychological characteristics of the participants, the specifics of the conflict situation, and the significance of the conflict for the participants. Try to understand why this situation is so important for your partner, why it causes such feelings". As it is predicted, this textual material No. 8 should be consolidated by preparing and publishing students' answers to the following questions: "What are four recommendations for preventing conflict escalation?", "Is it necessary to use the words "always", "never", "for no reason" to prevent conflict escalation?", "What is avoidance-withdrawal from conflict within the framework of defining ways of behaving in a conflict?", "What is competition-struggle within the framework of defining ways of behaving in a conflict?", "What is avoidance-withdrawal from conflict within the framework of defining ways of behaving in a conflict?", "What is accommodation - compliance in the framework of defining ways of behaving in a conflict?" as well as "What is compromise in the framework of defining ways of behaving in a conflict?", "What is cooperation in the framework of defining ways of behaving in a conflict?" or "What determines the choice of one's own behavior in a conflict?" Is it a good idea to understand why this situation is so important for your partner, why it causes such feelings during the conflict?"

In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 8 as the importance of finding out the cause of the conflict, choosing one's own way of behaving in a conflict, regulating behavior, the role of categorical and offensive words in a conflict, the role of choosing tactics of struggle in a conflict, the consequences of choosing tactics of adaptation – compliance in a conflict, types of individual psychological characteristics of conflict participants, finding out the cause of the conflict, choosing one's own way of behaving in a conflict, regulating behavior, the role of categorical and offensive words in a conflict, the role of choosing tactics of struggle types of individual psychological characteristics of conflict participants, finding out the cause of the conflict, choosing one's own way of behaving in a

conflict, regulating behavior, the role of categorical and offensive words in a conflict, the role of choosing tactics of struggle in conflict, the consequences of choosing tactics of adaptation – compliance in conflict, types of individual psychological characteristics of conflict participants. At the same time, we emphasize that in the future, it is worth consolidating the understanding of the textual material No. 8 through additional presentations – illustrative reports, creating a conversational situation – discussion involving the learned terms, presentation of relevant audio and video material, as well as completing a crossword puzzle based on text material No. 8 and a short synopsis – the most important for each student are a few sentences of retelling in their own words and reflections on their own possible continuation of text material No. 8 and share one's own impressions and experiences, reflecting on how the published text material No. 8 specifically applies to each student from among the members of the English language club individually and in the youth community.

In parallel, a sample of the fourth content part of the text being relevant to the disclosure of the topic “Conflict prevention” and being offered to Ukrainian students studying English may be represented in following way: The concept “Strategies of behavior in conflict” includes four variations: problem-solving, rivalry, concessions, and inaction. The concept “Conflict resolution tactics” includes the following seven variations based on its essence and content, taking into account its goals, taking into account its functions, taking into account the emotional and cognitive state of the participants, taking into account the properties of the participants, taking into account its possible consequences, and taking into account the ethics of the relations between the conflicting parties. The concept “Ways of conflict resolution” includes variations such as clarifying the real causes of the conflict, defining the problem, identifying real and hidden causes, conducting an analysis, recognizing the frequency and subject matter of incidents, eliminating the conflict situation; exhausting the incident and exhausting the conflict. conflict prevention; conflict management, making optimal

decisions in conflict situations and conflict resolution. The concept “Conflict resolutions strategies” is associated with such imperatives as “win / lose” or “lose / win”, or “lose / lose”. or “win / win”.

As for us, this textual material No. 9 should be consolidated by preparing and publishing students' answers to the following questions: “What are the variations of conflict behavior strategies?”, “What are the variations of conflict resolution strategies?”, “What are the variations of conflict resolution tactics?”, “What are the variations of conflict resolution strategies?”. In addition, it is appropriate to introduce the following key concepts of textual material No. 9 into the active and passive vocabulary of students: probable consequences of concessions in a conflict, probable consequences of inaction in a conflict, the importance of maintaining the emotional and cognitive state of conflict participants, ethics of relations between conflicting parties, identification of real and hidden causes of the conflict, examples of de-escalation of an incident, examples of de-escalation of a conflict, conflict resolution strategies. At the same time, the next step in the methodological strategy for conducting group work with text material No. 9 will be to fix understanding through additional presentations-illustrative reports, creating a conversational situation-discussion involving the learned terms, presenting the corresponding audio and video material, as well as to complete a crossword puzzle based on the text material No. 9 and a short synopsis – the most important for each student are a few sentences of retelling in their own words and reflections on the possible continuation of text material No. 9 and announcing one's own impressions and experiences, reflecting on how the published text material No. 9 specifically applies to each student from among the members of the English language club individually and in the youth community.

As an additional technique, the knowledge gained about conflict prevention and related concepts used in an English textbook on land management will help to consolidate in practice [7] exemplifying clichés of requesting, gentle

disagreement, friendly disposition and close direct contacts. To develop requesting skills is to be polite and to avoid direct conflict approaching situation. In order to do it it's worth to show respect to partner's thought while displaying this intention within such phrases as "Your thought way is good in general but pay attention on...", "Do you mind my smoking, leaving...)", "May I come in, sit near you ...?", "Sorry for my interrupting, disturbing, being late ...". To develop gentle disagreement skills in order to avoid direct conflict approaching situation it's worth to study and to apply some phrases like "I'm afraid I can't support the thought about but we'll do the best to help you", "I'm afraid that you're mistaken but your problem will be solved", "Please, try to improve...", "Be more attentive in... within every student's conversation". Besides, in parallel it's worth to develop skills of coming to terms with own imperfection as well as to be grateful to another person of recognizing your mistakes in order to become better while using such phrases as "Thanks for your comments", "I (we)'ll do the best to improve...", "I (we)'ll pay attention on...", "I (we)'ll be more attentive in future", "I promise I (we)'ll improve this work". In order to develop friendly disposition, it's worth to study and to apply some congratulation phrases like "Congratulations and wishes", "It's your colleague from Ukraine! Congratulations! Be healthy, wealthy and strong!" as well as "What's a pleasure to deal with you!", "You are unique, you are our treasure" or "The best wishes of joy, happiness, business success and flourishing" and "Sincerely yours". But in its parallel it's worth to admit that these above named phrases must be dozed, but not overdone. In order to do contacts with partners more closely it's worth to organize face-to face meetings and increase frequency of contacts conversation while studying and applying invitation phrases like "We'd like to invite you to", "Please often join...", "Let together attend", "Let together visit", "We hope to continue our cooperation" etc.

3. The concept "Dialogue as part of the cultural security of Ukrainian society in modern circumstances"

At present, it is important to communicate with yourself and others in a healthy way. Our 2025 also requires finding means of establishing dialogues as a factor in overcoming conflict moments. At the same time, it is undoubtedly important to choose the correct form of conducting a conversation in general through dialogue in order to reduce emotional tension, avoiding the very beginning of conflict, deepening relationships to a degree that is deeper and more trusting and close overall. Communicating while starting modern wartime dialogue must improve well-being and a sense of culture security in general, not only in therapeutic contexts but also concerning everyday real life security.

For educational purposes and as a subject of discussion, participants of the English language club may be invited to familiarize themselves with certain features of dialogic activity by reviewing some relevant English texts being based on some literary sources [8; 9; 10; 11] and being divided for the purpose of adaptation into two separate content parts.

Basing on the previous explanations, it is advisable to familiarize Ukrainian students studying English with the following text passage as a passage related to the first substantive part of the translated English text related to the disclosure of the concept of "Dialogue as part of the cultural security of Ukrainian society in modern circumstances", in the following form: "Starting dialogue during current wartime, the exchange of information, adequate understanding of the meaning of information and programming as well as correct expression of one's thoughts in oral and written form are important for a modern Ukrainian meaning their ability to perceive and understand the essence of another person, interests of other people, respect, tact). In addition, starting a dialogue, self-awareness is important for a modern Ukrainian in the difficult circumstances of wartime (understanding of internal states, emotions, resources, preferences, intuition). Besides, starting

dialogue may develop the ability to organize and regulate interaction and mutual influence as well as achieve mutual understanding through knowledge of social norms and roles, socio-psychological adaptation, control of behavior in interaction. Moreover, relevant ability to resolve conflicts, to influence a communication partner is developed too. At the same time, it is important to be able to listen and have effective tactics for persuading the interlocutor using symbolic codes (intonation, pauses, gestures, facial expressions, communicative silence). They must be applied in the respondent's pauses to become highlighted when recording the conversation as probable evidence of his hesitation before making a decision, hesitation about choosing the right word. Therefore, we mean pauses as omissions in the interviewee's remarks as manifestations of the active nature of the individual who was distracted during the interview".

To fix the got knowledge data from this represented textual material No. 10 is to be ready to answer following adequate questions: "What is important for a modern Ukrainian during the current wartime when entering into a dialogue?", "What are the symbolic codes when conducting a dialogue in order to convince the interlocutor of his/her own rightness?", "What is self-awareness during a dialogue?", "What do pauses indicate when recording a conversation?", "How is mutual evaluation carried out during a conversation?", "How to show empathy during a conversation?" In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 10 as cases of expressing awareness of other people's feelings, needs, and interests in dialogue, cases of expressing respect and tact when entering in dialogue, cases of understanding one's own internal states and emotions, starting dialogue, cases of preferences and intuitions in dialogue, social norms and the roles of dialogue participants, socio-psychological adaptation of dialogue participants, tactics of persuading the interlocutor with the involvement of symbolic codes.

The next stage of linguistic studies on the topic of safety culture based on text material No. 10 is, in our opinion, consolidating the understanding of the

specified keywords through additional presentations-illustrative reports, creating a conversational situation – discussion involving learned terms, presentation of relevant audio and video material, as well as completing a crossword puzzle based on text material No. 10 and a short synopsis – the most important for each student are a few sentences of the retelling in their own words and reflections on the possible continuation of text material No. 10 and the representing their own impressions and experiences, reflections on how the reviewed text material No. 10 applies specifically to each student- the member of the English language club individually and in general.

In parallel, an example of the second substantive part of the text, relevant to the disclosure of the topic “Dialogue as part of the cultural safety of Ukrainian society in modern circumstances”.

As for us, this dialogue sample is advisable to be offered to Ukrainian students within following text passage: “While mastering the art of dialogue in our difficult wartime, all Ukrainians should pay attention to the use of a certain communicative strategy when conducting a conversation – entering into a dialogue (avoidance strategy or content reduction; compensatory strategy or a strategy being aimed at gaining time and giving the speaker the opportunity to gather his thoughts). You should also choose the format of the conversation with the interlocutor (dialogue-request, dialogue-clarification; dialogue-agreement, dialogue-persuasion, dialogue-exchange of impressions, dialogue-discussion). As addition the participants of the conversation should determine certain functions of their dialogue (informative, attractive, intriguing, selective, motivating and contact-establishing) and to pre-predict the expected reaction of the interlocutor to the subject of the dialogue discussion (unthinkable, radical, acceptable, reasonable to standard – current norm). During dialogue it is important to identify lexical clues that allow the listener to distinguish who or what the speaker means based on his or her point of view and to identify appropriate linguistic

means. For the optimal influence of the speaker on the addressee and the achievement of the communicative goal in a given communication situation”.

We’d suppose that this mentioned textual material No. 11 should be understood in order to answer some adequate questions (“What is the communicative strategy when conducting a conversation – entering into a dialogue?”, “What are the formats for conducting a conversation with an interlocutor?”, “What are the functions of dialogue?”, “Is it possible to predict in advance the interlocutor’s reaction to the subject of the dialogue discussion?”, “Is it possible to identify lexical clues that allow the listener distinguish who or what the speaker means based on his point of view?”, “Is it necessary to strive to identify appropriate language means for the speaker to optimally influence the addressee and achieve the communicative goal in a given communication situation”?) as well as to develop students’ speech clarifying some adequate key concepts of textual material No. 11 (communicative strategies when entering into a dialogue, an example of writing a dialogue-request, an example of writing a dialogue-clarification; an example of writing a dialogue-agreement, an example of writing a dialogue-persuasion, example of a dialogue-exchange of impressions format, example of a dialogue-discussion format, manifestation of the informative and attractive functions of the dialogue, manifestation of the intriguing, motivating and contact-establishing functions of the dialogue). At the same time, we recommend repeat and spread understanding textual material No. 11 by preparing additional presentations – illustrative reports, creating a conversational situation-discussion involving learned terms, presenting relevant audio and video material. Besides, the members of English club must be ready to make adequate theme crossword puzzle based or write short synopsis as well as own favorites impressions and experiences, to share the real life experience concerning textual material No. 11 content.

We’d suppose that in parallel, while familiarizing Ukrainian students with survival strategies in dangerous war conditions and choosing conflict avoidance

strategies, it is appropriate, in our opinion, to familiarize them with the following literary source test [12] to be regarded as as the third English text being related to the disclosure of the topic "Dialogue as part of the cultural safety of Ukrainian society in modern circumstances": "The key principle of the entire culture of security in dialogue is: never ask for any sensitive data that you don't need to know. Distributing such data to people who don't need it puts them in the awkward position of being able to mess up others' lives with one mistake. Likewise, do not participate in any projects that you do not approve of, do not cooperate with anyone who brings you unease, and do not neglect your sixth sense under any circumstances. You are responsible for ensuring that no one can convince you to take a risk you are not prepared to take. Don't sign up for newsletters, don't get into the media; perhaps even avoid any association with official organizations and campaigns. At the same time, you should not waste energy and not develop paranoid, antisocial suspicions of everyone you meet. If you keep all sensitive information within the circle of people it concerns, only collaborate with trusted and experienced comrades whose stories you can verify. Ask people to describe their specific security needs to you, always be prepared for the fact that you are indeed being watched; but don't confuse the presence of surveillance with effectiveness".

We'd suppose that the observed textual material No. 12 should be consolidated through the preparation and publication of students' answers to the following questions: "What is the key principle of the entire culture of safe dialogue?", "Is it worth taking a risk that you are not ready for?", "Should public activity be avoided during military operations?", "Should antisocial suspicions be developed during martial law?", "Should specific security needs be known?". In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 12 as the importance of adhering to the key principle of a security culture of dialogue, the importance of risk in wartime, the importance of affiliation with a particular organization in wartime,

the role of spreading antisocial suspicions in wartime, specific security needs in wartime, the role of being under surveillance in wartime. In parallel, we'd recommend further consolidating understanding through additional presentations – illustrative reports, creating a conversational situation – discussion involving the learned terms, presenting relevant audio and video material, and completing a crossword puzzle based on text material No. 12 and a short synopsis – the most important for each student are a few sentences of retelling in their own words and reflections on the possible continuation of text material No. 12 involving personal real life data and experience. Considering the above-listed types of requirements for the procedure for exchanging opinions through replicas (i.e. dialogue), in order to form a culture of safety, we have undoubtedly become convinced of the importance of the appropriate type of interaction that helps create a space where a person can feel accepted, heard, and understood, which helps resolve internal conflicts and increase emotional well-being.

We'd suppose that the mentioned space may be created basing on the lexical and semantic features of the interview text (syntactic, stylistic and grammatical features of the dialogue structure, the manner of conducting the conversation, highlighting the content parts, the accents of the conversation, etc.) and on the pragmatic features of the interview text (identification of linguistic and extra linguistic forms of influence for mutual recognition and mutual influence of the conversation participants).

We are convinced that such a form of communication and exchange of views are replicas of empathetic dialogue. We are convinced that among all other forms of dialogue for the formation of a culture of security and overcoming a conflict situation, the relevant requirements are: namely empathic dialogue as a form of communication based on a deep understanding of the emotional state and experiences of another person, with the aim of establishing trusting relationships, improving mutual understanding, and promoting constructive interaction. In

addition, we agree with the psychologist's reasoning [11], [13] that the above process involves active listening, reflection on the feelings and emotions of the interlocutor, as well as providing feedback that expresses respect and support. At the same time, we believe that it is empathetic dialogue that goes beyond the formal exchange of information and focuses on creating an emotional connection between communication participants.

The next stage of our investigation is to represent a statement on the appropriateness of familiarizing participants of a foreign language club with the basic features of empathetic dialogue and subsequently to establish a relevant dialogue in extracurricular foreign language classes: 1) active listening (the dialogue participant not only listens to what the interlocutor says, but also tries to understand hidden emotions, feelings, and experiences through nonverbal signals, tone of voice, pauses, and other contexts that can reveal the true emotional state); 2) acknowledging the other person's feelings, as it is important not only to understand the other person's feelings but also to openly acknowledge them, which contributes to emotional support through phrases such as "I understand how you feel..."; 3) avoiding evaluation (not trying to evaluate, judge, analyze, or criticize feelings or actions of the interlocutor, to understand the reason for what was said or done); 4) expressing one's own feelings: emotions and thoughts but in a way that does not dominate the feelings of the other person in order to help create a sense of reciprocity and promote the establishment of trust; 5) supporting open communication, confidence that thoughts and feelings will be heard and not rejected or devalued in order to promote openness and deeper disclosure of emotional problems or experiences, improve the quality of interaction, and strengthen social connections.

As for us it is important to warn the students- members of the foreign language club that the empathetic dialogue is not always easy to apply in practice because it requires a willingness to listen and understand another person, even if their feelings do not always coincide with our expectations or beliefs. This is the

reason why participants in such a dialogue often unconsciously try to shift the conversation to themselves or begin to evaluate the interlocutor, which interferes with true empathy. Accordingly, members of the extracurricular English language club should be provided with a sample of such a dialogue and asked to act out a corresponding real-life scene in order to solve certain real-life problems related to the concept "Cultural safety of modern Ukrainian society."

In order to create and follow the specified requirements for empathic dialogue, in our opinion, it is necessary to take into account the mandatory presence of metacommunicative and contact-establishing questions in the presented sample of dialogue. Meaning the communicators as a means of organizing dialogical discourse to regulate the course of interaction, providing feedback in the process of communication with the involvement of a spectrum of relevant metacommunicative contacts and establishing personal topics (family, children, relatives and friends, health, recreation, travel, work, studies, pets, plans for the future, etc.) or impersonal topics (weather or some other random topics being related to the situation of objective reality at the time of communication, topics of a social nature, current cultural events, etc. [10].

We believe that it is lexical units that are related to the expression of behavior, personal traits, external and internal signs, circumstances, situations, or to the expression of realities and ideas that exist in society [12].

According to the guidelines of the founders of speech act theory, J. Sörl and J. Austin, it would be appropriate to study the presence of certain illocutionary acts in a sample of empathic dialogue according to the following gradation: representatives while proving a statement or making an assumption, directives to compel the addressee to perform a certain action, commissions as the acceptance of information by the addressee as well as expressives when there is an intention to express feelings, for example, gratitude, it may be also used as apology or sympathy or declaratives as the illocutionary purpose for objective world rapid change exempling a declaration of war [13].

As for us while compiling a dialogue sample it is also important to use the majority of motivating speech acts as well as the material that ensures their implementation in the process of communication, meaning performative verbs. We agree that namely these verbs may become the means of expressing the active force of statements being related to motivating speech acts to express warnings, flattery, threats, requisitional acts to express request, invitation, question of permission, petition or verdictive acts to express approval of the qualities of the interlocutor [13].

The next stage of our intelligence is to publicize the position that there is a distribution of roles, opening a discussion, systematic alternation of the communicators' remarks, informing about the problem being discussed, identifying elements of confrontation, identifying elements of argumentation, role exchange between communicators (the respondent initiates the question himself), the use of non-standard questions (rhetorical, echo questions), quotations, the final stage and afterword.

We'd suppose that as addition some participants in the English language club need to choose certain conversational clichés that may be used when writing dialogues, familiarize themselves with the list of communicative situations relevant to the topic of dialogues concerning safety culture. These students must be able to select some adequate clichés being relevant to a specific situation as well as to be able to compose a series of microdialogues and polylogues or summarize the work done through clarification – conclusion. It is really worth noting that this development of communication in dialogue is relevant to the areas of scientific interest in education regarding the problems of cultural safety as a social skill and to SEL (social-emotional learning).

The next stage of our exploration is the publication of the provision that the participants of the English club should take as a model the experience of the training (conversation) when they can explore the tools of dialogue, methods and approaches to dialogue, study the specifics of the facilitator's work or get

acquainted with his set of skills. At the same time, the involved students may pay special attention to socio-emotional skills like critical analysis, emotional awareness, problem analysis, conflict resolution, teamwork and decision-making. Also they may involve tools for identifying and managing emotions, active listening, paraphrasing, reframing with the aim of acquiring skills to understand emotions. Besides, the involved students may feel and express empathy for others, maintain positive relationships and make responsible decisions.

Therefore, in today's world where communication is often rapid and superficial, empathetic dialogue is a valuable tool for deepening relationships and promoting mutual understanding, and is a form of demonstrating a culture of safety through communication.

4. The concept "Tolerance as part of the cultural safety of Ukrainian society in modern circumstances"

Undoubtedly, the fundamental component of the cultural safety is the concept of tolerance being directly related to the guarantee of stability and unity of society. Accordingly, we should clarify the concept of "Tolerance as part of the cultural safety of Ukrainian society in modern circumstances". For the students' familiarization we should, in our opinion, offer such a first text excerpt being based on the source [14] as "Representatives of different nations (and modern Ukrainians in particular) differ by nature in appearance, position, language, behavior and have the right to live in peace and preserve their individuality. Going beyond the purely medical understanding of the ability of a biological organism to tolerate the influence of certain external factors, at this stage the concept "Tolerance" correlates in our subconscious precisely with the social plane: tolerance for another way of life, the ability to perceive thoughts, beliefs, customs, feelings, ideas without aggression, beliefs that differ from one's own, as well as the characteristics of the behavior and lifestyle of others that

cannot be encroached upon. Tolerance is a concept that means the rejection of dogmatism and absolutism, the affirmation of norms established in international human rights instruments. It is important to know the fundamental principle of tolerance: everyone can adhere to their own beliefs and recognizes the same right for others. It is worth taking into account that a significant number of international organizations (including UNESCO) pay great attention to promoting the ideas of tolerance and intercultural dialogue for every person, group of people and state, based on from the fundamental thesis of the French Enlightenment philosopher François-Marie Voltaire: "I hate your opinion much but I am ready to give my life for your right to express it."

We'd suppose that this represented textual material No. 13 may be understood by preparing the answers to some adequate questions ("What are the differences between representatives of different nations?", "Does the concept of "Tolerance" have a medical interpretation?", "What does the concept of "Tolerance" mean in the social sphere?", "Is tolerance a concept that means the rejection of dogmatism, but not the rejection of absolutism?", "What is the fundamental principle of tolerance?", "What statement by a certain French Enlightenment philosopher contributed to the promotion of the ideas of tolerance?", "Do international organizations promote the ideas of tolerance but do not promote the ideas of intercultural dialogue?", "Is the idea of tolerance relevant to the establishment of norms enshrined in international legal acts in the field of human rights?"). To continue adequate linguistic studies it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 13 as peculiarities of appearance and position of ethnic Ukrainians, peculiarities of language and behavior of ethnic Ukrainians, importance of preserving individuality, main international legal acts in the field of human rights, main international organizations related to promoting the idea of tolerance in modern society, Voltaire's enlightening legacy.

We think that like the previously cited text materials on the culture of the Ukrainian language club, textual material No. 13 also requires further consolidation of the understanding of Ukrainian students-members of the English language club through additional presentations-illustrative reports, creating a conversational situation – discussion involving learned terms, presentation of relevant audio and video material, as well as completing a crossword puzzle based on text material No. 13 and a short synopsis – the most important for each student are a few sentences of the retelling in their own words and reflections on their own possible continuation of text material No. 13 and the publication of their own impressions and experiences, reflections on how the published text material No. 13 specifically applies to each student from among the members of the English language club individually and in the youth community. In order to continue this text linguistic studies, we would like to invite members of the English language club to join the researchers in the idea that the presented educational messages can be included in the topic of discussion of a certain meeting of the English language club and continue the aforementioned maxim with a list of certain principles of tolerance.

To add above mentioned material we consider an important stage of our research to be the task of discussing the concept of “Tolerance” within the second text passage of the relevant topic to be read and discussed: “The concept “Tolerance” should be considered as an international term being relevant to various fields of activity of a modern intelligent person: politics, education, culture and social sciences. It is important for every modern Ukrainian to know and to implement certain principles of tolerance, among which the first principle stands out. It proclaims the statement that tolerance is related to respect, acceptance and understanding the rich diversity of cultures of our world, forms of self-expression and self-discovery of the human personality. It is also important to know and to implement the second principle of tolerance being related to the statement that the formation of tolerance is facilitated by knowledge, openness,

communication and freedom of thought, conscience and belief. In addition, it is advisable to know and to implement the third principle of tolerance to convince us that unity in diversity is not only a moral obligation but also a political and legal necessity. Namely this necessity enables the achievement of peace and promotes the transition from a culture of war to a culture of peace. Remember that tolerance is not just a concession, indulgence or condescension but above all it is an active position being formed on the basis of the recognition of universal human rights and fundamental freedoms, pluralism, democracy and the rule of law". We think that this elaborated textual material No. 14 should be adopted through the preparation and publication of students' answers to the following questions: "Does the concept of "Tolerance" apply only to politics?", "What is the first principle of tolerance?", "What is the second principle of tolerance?", "What is the third principle of tolerance?", "May tolerance be considered a concession-condescension?", "Is the concept of tolerance related to the recognition of human rights and fundamental freedoms, pluralism, democracy and the rule of law?". In addition, it is appropriate to introduce into the active and passive vocabulary of students such key concepts of text material No. 14 as manifestations of tolerance in various aspects of the life of Ukrainian society, the importance of implementing the principles of tolerance, the diversity of world cultures, examples of manifestations of openness, communication and freedom of thought in Ukrainian society, examples of the manifestation of conscience and conviction in Ukrainian society, understanding unity in diversity, the concept of moral duty, the problem of achieving peace in wartime. Similar to the advice on previous linguistic studies with text materials being related to the issue of safety culture, we'd also recommend text material No. 14, consolidate his understanding through additional presentations – illustrative reports, creating a conversational situation – discussion involving the learned terms, presenting relevant audio and video material as well as composing crossword puzzle being based on text material No. 14 and a short synopsis – the most important for each student are a few sentences

of retelling in their own words. Besides, it's worth to reflect the possible continuation of text material No. 14 introducing own impressions and experiences, reflections on how the reviewed textual material No. 14 specifically applies to each student- the member of the English language club individually and expressing general interests.

CONCLUSIONS

Thus, at the moment of forming tolerance for the speech identity of each speaker (as a representative of different cultural environments) it is important to determine the limit of their mutual influence, interaction or confrontation of the results of auditory perception.

1. Nowadays the problem of finding ways to ensure comprehensive safety in the area of cultural safety in Ukraine is becoming more relevant because of historical current political changes.

2. The formation of cultural security of Ukrainian society in modern conditions is a priority precisely due to the predominance of spiritual guidelines over material and social ones and the development of the human factor (the set of basic social qualities of a person that have historically developed in society) of Ukrainians, strengthening the role of formation value orientations, moral principles, norms of behavior, attitudes and ideas about personally significant elements of social life, since the cultural safety of a Ukrainian in the terrible dangerous realities of today depends not on external factors, but on her consciousness and behavior.

3. The concept "Formation of cultural safety of Ukrainian society in modern circumstances" is in accordance of such statements as "Conflict prevention", "Dialogue as part of cultural safety of Ukrainian society in modern circumstances", "Tolerance as part of cultural safety of Ukrainian society in modern circumstances".

4. The vital detailed attention must be paid to the principles of stress self-help and empathetic dialogues composing techniques while dangerous accidents happening.

5. Studying material in more than fourteen textual rubrics and additional tasks concerning all main concepts being related to cultural safety in modern Ukraine may be provided while foreign language linguistic studies within the National University of Life and Environmental Sciences of Ukraine.

6. The studying of all main concepts being dealt to cultural safety in modern Ukraine as well as adequate steps of further linguistic work may be provided while foreign language linguistic studies on the additional English clubs meetings as well as such studying may become the topic of conversation with students while spending time in shelters to save students' mental health during Russian enemies attacks even in 2025.

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Наукове видання

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ПСИХОЛОГІЧНИЙ, ІНФОРМАЦІЙНИЙ, ВІЙСЬКОВИЙ,
ПРАВОВИЙ ТА ОСВІТНІЙ ВИМІРИ**

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