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ADAPTATION OF THE EDUCATIONAL PROCESS FOR INTERNATIONAL STUDENTS: INCLUSIVITY AND ACCESSIBILITY



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Admiral Makarov National University of Shipbuilding

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Methodological Recommendations

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The methodical guidelines present a comprehensive approach to creating an inclusive, barrier-free, and accessible educational environment for international higher-education students. The main principles of organizing inclusive learning are revealed, as well as the regulatory and legal foundations, algorithms of interaction between teachers and students, and the specifics of linguistic, cultural, and academic adaptation. Significant attention is paid to digital accessibility, the use of modern distance-learning platforms, adaptation of educational materials, building communication in a multilingual environment, and ensuring academic integrity. The document provides recommendations on organizing lectures, practical and laboratory classes, creating adapted assignments, and using visual, linguistic, and technological means of support. Separate sections are devoted to psychological and sociocultural integration of international students, the specifics of academic support, as well as building an effective support service within the university. The presented material may be used by teachers, curators, administrative staff, support-service employees, and participants in the educational process. The document is aimed at forming a systemic approach to ensuring equal access to education, increasing the effectiveness of the educational process, developing intercultural competence, and creating conditions for successful adaptation of international higher-education students in Ukrainian universities.

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INTRODUCTION

The modern higher education system is undergoing intensive transformation determined by globalization processes, international academic mobility, and the increasing diversity of the student population. Universities are becoming platforms of intercultural interaction, which requires the creation of an educational environment capable of ensuring equal access, support, and academic success for all participants, regardless of their linguistic, cultural, social, or physical needs.

In the context of the growing number of international students, the issues of inclusiveness, barrier-free access, accessibility, and academic integrity come to the forefront. These principles form the basis of high-quality educational policy, determine organizational decisions, influence the choice of teaching methods and assessment systems, and ensure a comfortable environment for learning and personal development.

The methodical guidelines summarize the requirements, practices, and mechanisms necessary for creating an effective inclusive educational space. The material reveals the basic concepts of inclusion and barrier-free access, defines the specifics of working with international students, and analyzes challenges related to language training, cultural adaptation, academic standards, and legal aspects of education. Special attention is paid to ensuring the accessibility of educational materials, the use of Ukrainian and English in the educational process, the formation of language support, and teaching methods considering different levels of language competence.

Furthermore, the document covers issues of academic integrity, equal opportunities, psychological and sociocultural adaptation, digital accessibility, and institutional support. It examines mechanisms of quality monitoring, interaction with university services, and the specifics of creating safe, comfortable, and inclusive learning conditions.

The methodical guidelines aim to form a holistic approach to organizing an educational environment that meets the needs of diverse groups of students, promotes their success and integration, increases the university's competitiveness, and ensures compliance with international standards. The recommendations may be used in educational programs, support services, administrative units, and teaching practice, serving as a methodological foundation for further development of policies on inclusion and accessibility.

SECTION 1. INCLUSIVENESS AND BARRIER-FREE ACCESS IN HIGHER EDUCATION INSTITUTIONS

1.1. THE CONCEPTS OF “INCLUSIVENESS”, “BARRIER-FREE ACCESS”, AND “ACCESSIBILITY” IN HIGHER EDUCATION

The modern higher education system places inclusiveness, barrier-free access, and accessibility as priorities that create a coherent framework for ensuring equal opportunities in learning, participation in the academic community, and the use of educational services for all students, regardless of their psychophysical characteristics, social status, ethnocultural origin, or other differences. This conceptual triad acts not only as a set of separate requirements but as a stable paradigm shaping strategic decisions at the level of educational institutions, programs and courses, student services, and national policies.

In the modern context, inclusion is considered a systemic attitude that encourages active participation of students and staff with diverse backgrounds in the educational process, research, and social life of the university, while continuously reassessing traditional models of learning, assessment, and interaction.

Barrier-free access reveals the need to eliminate both material and conceptual obstacles: physical accessibility of premises and learning environments, informational accessibility of educational resources, adaptability of forms of material delivery, and communication between participants in the educational process. It requires synchronization with architectural solutions, transport infrastructure, digital platforms, and support services to ensure that each student can fully utilize educational opportunities without unnecessary dependence on external assistance. It is also essential to create an atmosphere of respect for diversity, where the absence of barriers does not lead to stigmatization but instead encourages mutual support and cooperation among educational-process participants.

Accessibility focuses on the adaptation of content, learning formats, and learning environments considering different student needs. It concerns not only the technical ability to read a text or watch a lecture but also the full understanding of concepts, skills, and learning-outcome requirements. Accessibility includes creating multilingual and multimodal materials, using easy-to-read formats, supporting different learning styles, and ensuring transparent and understandable materials and assessment criteria. It also involves providing flexible participation options: attendance, online format, flexible deadlines, and alternative tasks that allow students to demonstrate acquired knowledge and competencies in different ways.

Together, these three concepts form an integrated ecosystem in which each component reinforces the others: inclusion creates a culture of participation and non-discrimination; barrier-free access ensures real opportunities for participation

through accessible conditions; accessibility specifies and standardizes ways of interacting with educational content and learning environments. Their interaction improves learning quality, expands academic opportunities for students with diverse needs, reduces social and economic inequality, and enhances the competitiveness of the educational institution nationally and internationally.

Key components of inclusiveness include inclusion policies and strategies, an institutional culture of respect for difference, participation of students with diverse needs in decision-making, and teaching and support considering different learning styles and life circumstances. The level of implementation is interdisciplinary and systemic.

Barrier-free access includes removal of physical, social, communication, and informational barriers that impede full participation. Its components include physical accessibility of buildings, adapted materials, digital accessibility, and adapted procedures and services. It operates at the tactical and operational level.

Accessibility encompasses the availability of spaces, resources, information, services, and support. It includes accessible learning materials, support services, clear communication, and adaptable educational programs. It functions at a systemic level throughout the entire educational cycle.

Understanding the interrelations among these concepts requires recognizing that inclusiveness forms the general orientation toward acceptance and participation, barrier-free access provides practical conditions, and accessibility ensures understandability and usability of materials and processes. Together, they form the foundation for high-quality education.

1.2. REQUIREMENTS FOR THE EDUCATIONAL ENVIRONMENT FOR INTERNATIONAL LEARNERS

Under conditions of international mobility of learners, the educational environment for international students must be directed toward ensuring equal access to education, active participation in the academic community, and successful integration both into the learning environment and into the sociocultural context of the host country. The introductory formulation to this topic outlines a complex set of requirements for educational programs, language support, socio-psychological adaptation, infrastructure, digital services, and legal frameworks that enable international learners to effectively navigate the education system, adapt to local educational practices, fully participate in the learning process, and realize their academic and professional potential.

Such an environment must be multilingual or multicultural in its forms of presenting educational material, ensure the accessibility of learning resources in various formats and with consideration of diverse learning styles, provide transparent and safe conditions of assessment, and maintain a well-developed support network that includes language support, psychological assistance, mentoring, and adaptation services to academic standards and the cultural contexts of the host country.

Infrastructure aspects are also essential: barrier-free access to buildings and premises, comfortable housing and living conditions, medical care and insurance, as well as the availability of information resources on curricula, assessment requirements, course registration, and rules of conduct within the educational environment. In this context, attention is also focused on legal and ethical requirements, protection of personal data, the rights of international learners, anti-corruption and anti-discrimination norms that ensure a fair and safe learning process regardless of country of origin.

Finally, the concept of such an environment presupposes continuous monitoring and improvement of services and procedures based on feedback from international learners, partner organizations, and internal institutional structures in order to adjust policies to the evolving needs of the international academic community and to support genuine integration into the educational and civic life of the host country.

Requirements for the educational environment for international learners must be aimed at ensuring equal access to education, active participation in scientific and educational processes, psychological and sociocultural support, and full integration into the academic community of the host country. This means that the educational environment must be adapted to the diverse needs of learners from various educational and cultural backgrounds, effectively combine study programs in Ukrainian and English or other languages as needed, provide stable and transparent living and professional-development conditions, and comply with national legislation, international norms, and the institution's internal policies.

Let us consider the key components and interrelations of these requirements.

Step-by-step accessibility and adaptability of educational programs.

The requirement is that curricula for international learners be adaptive, flexible, and compatible with their previous educational experience, the measurement of which is the equivalency of prior qualifications and the possibility of their recognition according to international standards and internal regulations.

There must be dual or hybrid modules that allow the study of disciplines in Ukrainian and English formats, as well as opportunities to choose topics for term papers and theses according to interdisciplinary interests and career goals of international learners.

An important aspect is the provision of a refined assessment system that takes into account language barriers and cultural nuances, using adapted evaluation criteria, various formats of assessments (written assignments, oral presentations, portfolios, practical tasks), and opportunities for retakes or additional clarification of requirements.

Language support is a key factor in the educational environment for foreigners. This includes Ukrainian language courses for prospective and current learners, as well as courses in specialized terminology by field of study. Mechanisms for smooth transitions between languages of instruction must be created, along with support for the development of academic vocabulary, written and oral communication, and the creation of glossaries and terminology dictionaries. Adaptive forms of learning materials, subtitled video content, accessible

lecture recordings, and the option of using multilingual learning resources are also necessary to improve comprehension and reduce cognitive load.

One of the important aspects is that the educational environment must ensure psychological adaptation and sociocultural integration of international learners. This includes the availability of qualified psychologists and counselors in the institution, mentoring programs and buddy systems (partnerships between domestic and international learners), methodological materials on intercultural communication for staff and students, as well as organized events promoting Ukrainian culture and other regional cultures.

It is important to foster an inclusive university culture in which intercultural diversity is regarded as a learning resource rather than a barrier, with clear crisis-response procedures for cases of discrimination or hate speech. Psychological support should provide effective mechanisms for reducing the stigma of seeking help, ensuring confidentiality, and guaranteeing safety for learners.

Regarding the physical environment, requirements must include barrier-free access: buildings must be equipped with elevators, lifting platforms, accessible restrooms, appropriate classrooms, and convenient routes of movement. Living and household conditions must also be adapted: accessible dormitory accommodation, options for temporary or permanent residency considering the needs of international learners (such as family housing programs, medical insurance, convenient catering, assistance with visas and residence permits).

The importance of having health insurance and access to medical services on campus or through a network of partner clinics that serve international learners cannot be reduced to technical matters, as it directly concerns learners' well-being, safety, and the ease of adapting to a new educational environment.

Insurance coverage must provide not only basic medical services but also mental-health services, dental care, rehabilitation procedures, and emergency support abroad, enabling learners to receive assistance regardless of location.

A network of partner clinics selected based on experience working with international students, proximity to campus, convenient hours, and the option of direct billing significantly simplifies access to care and reduces financial stress.

The institution must provide a clear visualization of the pathway to medical services, including interactive maps or color-coded schemes to help learners navigate the new environment quickly.

Information support must include multilingual materials, orientation sessions, detailed instructions on registration and document submission, and a hotline or chat service operating at convenient hours. Registration and document exchange must be simplified through electronic forms on the university portal and a mobile application, allowing users to upload document copies with automatic package generation for insurance and medical certificates.

Access to medical services must ensure smooth appointments, fast referrals to specialists, confidentiality and personal-data protection, and a system for monitoring service-request status so learners always know the stage of their inquiry.

Particular emphasis is placed on mental health: due to adaptation challenges, stress, and new academic cultures, psychological support and mental-health

consultations must be included in standard insurance packages with both online and offline options.

consistency means that learners clearly understand which services are covered, how to obtain a referral, what documents are needed, and how to track requests, making it important to implement an integrated online tracking system. Special approaches should be developed for different categories of learners (freshmen, postgraduate students, learners with special needs, international talents), accounting for linguistic and cultural differences.

Interaction with administrative staff must be organized through training coordinators in migration and medical matters, including insurance procedures, policy renewal, and documentation processes. Compliance with national and international personal-data protection laws is required, along with clear information on rights and responsibilities, and institutional accountability for the quality of medical support.

As a result, the medical-insurance system becomes not a separate module but an integrated part of educational and social support that strengthens academic mobility, reduces barriers to learning, and promotes the well-being of the student community.

The educational environment must also ensure the accessibility of learning materials in various formats: printed and electronic texts, audio and video materials with subtitles, alternative texts, adapted presentations, online courses, and multi-language learning platforms. Universal Design for Learning (UDL) principles must be applied to meet the needs of learners with diverse learning styles. International learners additionally require adapted terminology and explanations of cultural contexts.

The environment must guarantee access to digital platforms, learning-management systems, libraries, electronic resources, and online courses, including multilingual interfaces, mobile accessibility, screen-reader compatibility, online examination formats with language considerations, technical support, and digital-skills training.

The assessment system must be fair and transparent, using varied assessment formats and adaptive requirements based on language and cultural differences. Preliminary testing of language proficiency and academic preparedness is necessary to identify needs for additional support. Academic-writing consultations, learning-strategy training, mentoring programs, and access to literature in comprehensible languages must be provided. Recognition of prior learning and transfer of foreign credits should also be considered to shorten study duration and enhance mobility.

Requirements also include the protection of international learners' rights, non-discrimination based on origin, language, religion, gender, age, or other characteristics, personal-data protection, and safety. Clear policies on appeals and complaint procedures, social and financial support, transparent conditions for grants, scholarships, and loans, and ethical norms of interaction must be established.

Partnerships with NGOs, foreign universities, exchange programs, and internship platforms are expected, supporting integration and international

networking. These partnerships contribute to quality assurance, recognition of learning outcomes, and coordination among institutional units with regard to legal and cultural aspects.

Monitoring and evaluation systems play a crucial role: collecting feedback, analyzing registration and achievement data, tracking alumni adaptation, assessing material and service accessibility, and conducting regular audits of inclusivity and digital service quality. Monitoring results must lead to practical improvements – program adjustments, material updates, enhanced support, and policy changes. Open dialogue with stakeholders is essential.

Requirements also involve preparing instructors and administrative staff for work in intercultural environments: increasing cultural awareness, inclusive-teaching skills, adaptive instructional methods, and respectful communication. This includes programmatic support for intercultural learning, examples from diverse cultures, inclusive discussion practices, and creating settings where every learner feels supported.

Requirements must comply with national legislation and international standards regarding educational quality, disability rights, mobility, and academic adaptation. They must reflect Bologna Process principles, UNESCO recommendations, and other relevant frameworks while being integrated into institutional policies.

Clearly defined rights and obligations of international learners, responsibilities of the institution, and mechanisms for addressing rights violations or quality deficits must be ensured.

Requirements must also be viewed through the lens of sustainable development: long-term support for international learners, development of multicultural competencies, inclusive economic growth, and labor-market integration. This requires coordinated planning among universities, government bodies, employers, and international partners.

Thus, the textual picture of requirements for the educational environment for international learners demands a systemic approach where curricula, language support, psychological and sociocultural integration, infrastructure, digital resources, assessment systems, legal and ethical interaction, civil-society partnerships, and quality monitoring are interconnected. Such an environment ensures not only legal and ethical compliance but also enhances educational quality, expands opportunities for intercultural interaction, and strengthens the institution's competitiveness internationally.

1.3. ACADEMIC INTEGRITY AND EQUALITY OF OPPORTUNITY

Today, academic integrity and equality of opportunity represent two mutually complementary and interdependent values that build trust in the educational process, ensure fair access to knowledge, and support the quality of education at all levels of learning. The concepts of academic integrity and equal opportunities

are used in educational standards, academic ethics modules, monitoring and assessment systems, as well as regulatory mechanisms aimed at preventing violations and ensuring equal opportunities for all learners.

The definition and interaction of these concepts lie in the fact that academic integrity encompasses a set of norms and practices that prohibit fraud, plagiarism, data manipulation, and violations of copyright; it also establishes honest presentation of one's own work, correct citation of sources, accurate reflection of research methods, and transparent communication of limitations and errors. Equality of opportunity means creating conditions in which every learner has an equal chance of success regardless of origin, language, disability, social status, or other characteristics, and includes adaptive forms of learning, financial support, and relevant services.

The integration of these concepts into educational practice involves several specific areas of action.

First, educational standards must include clearly formulated requirements for adherence to integrity and transparent assessment procedures: citation rules, requirements for formatting sources, control of data validity, ethics of using research materials, and responsibility for plagiarism and manipulation.

Second, academic ethics modules must include scenarios and case studies reflecting various contextual challenges, with an emphasis on practical application: how to correctly process data, how to report assumptions and limitations, how to maintain an open log of changes, and how to properly disclose funding sources and conflicts of interest.

Third, monitoring and assessment systems must be designed to reflect the dynamics of compliance with integrity and equal access: integration of transparency indicators, analysis of participation levels among learners with different needs, monitoring the use of adaptive and inclusive resources, as well as regular audits of educational quality.

Fourth, regulatory mechanisms must ensure clear rules of action and feedback channels: opportunities for appeals, protection of participants' rights, transparent disclosure of regulatory decisions, and adaptation of policies in response to emerging challenges and national or international educational quality standards.

The interaction of the concepts manifests itself through the consistency of policies and practices: raising awareness and fostering a culture of integrity creates the foundation for inclusive practices and accessible learning pathways; monitoring and assessment systems capture the real impact of policies on educational quality and the level of engagement of learners from various groups, allowing for adjustments in approaches and identification of access barriers.

The interplay between these concepts also lies in the fact that honest and transparent fulfillment of academic and research tasks creates equal conditions for all participants in the educational process. When violations of integrity are prevented through clear procedures and anti-plagiarism tools, and at the same time accessible support mechanisms, adaptive pathways, and mentoring are in place, academic performance improves and the risk of discrimination decreases.

Regulatory mechanisms must be flexible and responsive to the needs of different content contexts and cultural characteristics, ensuring fairness and protection of rights for all participants in the learning process. It is important that these mechanisms not only impose sanctions for violations but also support the development of integrity and inclusion through educational and support services, academic management, and professional-development initiatives for instructors and administrators.

Aligned frameworks must comply with national legislation and international educational quality standards while remaining adaptable to local conditions. Performance indicators may include transparency of assessment processes, equal access to educational services, reduction in violations of academic integrity, and increased participation of learners with diverse sociocultural backgrounds in educational and research activities. Such integration allows not only compliance with external regulatory requirements but also formation of an internal culture of responsibility that strengthens the institution's academic reputation, supports student mobility, and stimulates innovative teaching and research practices.

Speaking of equality of opportunity as a combination of formal guarantees and cultural change, it is important to emphasize that education must create and sustain an environment in which diversity is viewed as an asset rather than a challenge. First and foremost, learning environments must actively encourage open discussion of ethical dilemmas: this includes structured in-course debates, case methods using real academic examples, and safe-expression mechanisms where each participant may freely raise questions, express doubts, and receive well-reasoned responses.

Important formats include debates with clearly defined rules, role-play scenarios, public discussions of research results with an emphasis on transparency of sources and methods, as well as course modularity that allows learners to choose learning pathways according to their interests, learning styles, and language needs. It is also important to note that intercultural sensitivity must include systematic measures aimed at enhancing cultural competence among instructors and learners: intercultural trainings and seminars, language support, mentoring programs between representatives of different cultures, culturally adaptive materials and resources, and the creation of spaces for sharing experiences among learners from different countries to promote empathy and mutual respect.

The development of critical thinking and responsibility must be integrated across all educational processes – from project and research activities to assessment and feedback – with an emphasis on the ability to critically evaluate sources, recognize bias, justify conclusions, and openly acknowledge limitations and errors in one's own work. These approaches form a culture of responsibility for one's actions and for the societal impact of research, reduce the risks of discrimination and stigmatization, support transparency of decisions, and promote trust between participants in the educational process. All of this requires systemic support at the level of policies and practices: clearly defined standards of interaction, educational programs focused on ethics and inclusion, professional training for instructors and administrators, as well as feedback mechanisms that

allow timely identification and correction of problems related to equal access and respect for all learners.

The global dimension means that at the level of the Bologna Process, UNESCO, and international standards, academic integrity and equality of opportunity are integrated into quality standards, accreditation requirements, and regulatory acts governing mobility, recognition of learning outcomes, and protection of learners' rights. Practical implementation involves developing harmonized policies that ensure fair assessment regardless of country of origin, transparent conditions for accessing materials and learning formats, adaptive support mechanisms for learners with different needs, reliable systems for preventing fraud and plagiarism, and mechanisms for revising and improving policies in response to new challenges and changes in the educational system.

Thus, academic integrity and equality of opportunity are two sides of the same process of ensuring educational quality: honesty, responsibility, and respect for every learner's right to high-quality education form the fundamental principles of a fair, open, and effective educational environment. Equality of opportunity is achieved through financial and academic support mechanisms for learners from different groups, adaptive learning pathways and mentoring, access to language support and intercultural adaptation, as well as equal access to learning resources, materials, and opportunities to participate in research and career development. The interaction of these concepts has a global dimension: the Bologna Process, UNESCO recommendations, international human-rights instruments, and academic-integrity standards form the framework for mobility, recognition of learning outcomes, and trust in qualifications, which must be implemented in local policies and institutional practices.

Thus, we have described a systemic approach to creating an educational space that ensures equal access to learning, active participation in the academic community, and successful adaptation to the sociocultural context of the host country. The educational environment for international learners must be built on the combination of educational programs, language support, socio-psychological adaptation, infrastructure, digital services, assessment systems, and legal norms that ensure transparency, safety, and fairness in all aspects of the learning process. It must be multilingual or multicultural in the presentation of learning materials, accessible in various formats that consider different learning styles, and supported by a developed network of services that includes language assistance, psychological support, mentoring, and adaptation to academic standards and cultural contexts of the host country.

Infrastructure aspects are also important, including barrier-free access to buildings and premises, comfortable housing and living conditions, medical care and insurance, as well as availability of information resources on curricula, assessment requirements, course registration, and rules of conduct within the learning environment. In this context, attention is also focused on legal and ethical requirements, personal-data protection, the rights of international learners, and anti-corruption and anti-discrimination norms that ensure a fair and safe learning process regardless of country of origin.

SECTION 2. LANGUAGE BARRIERS

2.1. USE OF THE UKRAINIAN AND ENGLISH LANGUAGES IN THE EDUCATIONAL PROCESS OF INTERNATIONAL LEARNERS

Effective use of the Ukrainian and English languages is essential for ensuring the quality of education, inclusivity, and mobility of international learners within the higher education system. Proficiency in both languages expands academic access, increases opportunities for participation in research activities, enhances graduates' competitiveness in the international labor market, and facilitates integration into local academic life.

With this in mind, the educational process must be built on a systematic bilingual foundation, where Ukrainian provides a deep understanding of local culture, the legal system, and national educational standards, while English serves as a universal tool for scientific communication, international knowledge exchange, and access to a broader range of academic resources. At the same time, accessibility and quality of learning should not be limited solely to bilingualism; adaptive instructional formats, multimodal teaching methods, and transparent assessment requirements that account for learners' diverse linguistic and cultural backgrounds are equally important.

The fundamental principles of using Ukrainian and English include ensuring bilingual or multilingual navigation of curricula, courses, and learning resources, which involves dual course titles, duplicated instructional materials, and subtitled video lectures. A well-developed system of terminological and linguistic support plays a crucial role: development of academic vocabulary in both languages, instructional materials with clearly defined terminology, glossaries and translations of key concepts, as well as academic writing training in both languages.

Particular attention should be paid to the responsible use of sources. Courses on citation ethics and plagiarism prevention must be available in both Ukrainian and English and should incorporate relevant instructional cases and examples that reflect multicultural contexts. They should emphasize various formats of presenting materials and different citation styles. This approach ensures not only theoretical understanding but also practical application in real academic situations. Learners receive assignments that require comparison of citation styles (e.g., APA, MLA) within specific disciplines, analysis of correctly used sources from multicultural contexts, and case-based exploration of integrity violations, focusing on correlations between language barriers, inattentiveness to sources, and opaque verification practices.

It is also important to expand the toolkit for learning: integration of interactive tasks such as simulation exercises for source verification and correct citation; online platforms with self-assessment modules and feedback; and workshops on analytical reading of scientific publications in different languages. Additionally,

multilingual reference materials should be provided, including examples of properly formatted citations, explanations of common errors, and step-by-step instructions on creating reference lists that comply with the legal and academic requirements of each country.

The introduction of mentoring systems and peer-to-peer exchange between students from different cultural and linguistic backgrounds is highly beneficial, as are regular monitoring tests and audits of research ethics training to reinforce a culture of responsibility and prevent plagiarism at all levels of learning.

Assessment in a bilingual educational environment must be valid and fair. Assignment formats may allow responses in the language of a learner's study program or permit the use of both languages with the approval of the academic advisor or instructor, provided a unified standard of academic integrity and quality of conclusions is maintained.

The integration of Ukrainian and English into the learning process must be systematic and consistent across all levels of education – from the first year of study through master's and doctoral programs; from theoretical courses to practical training and research activities. In academic groups, it is important to form mixed micro-groups where students may choose the language of communication depending on the task, taking into account cultural nuances and specialized vocabulary.

Infrastructure must enable multilingual access to learning platforms, electronic libraries, and databases: interfaces available in both Ukrainian and English, the ability to switch languages, translation of interface elements, and search mechanisms using synonyms and terminology in both languages.

The cultural dimension is also important: instructors must be prepared for intercultural communication, able to adapt materials to different language levels and learning styles, encourage mutual respect, and maintain an inclusive environment in which every learner can express themselves and receive meaningful feedback.

Assessment and feedback procedures must be transparent and fair: evaluation criteria should be provided in both Ukrainian and English to ensure clarity for all participants. The instructional approach must be adaptive: additional language courses, tutoring, or mentoring programs focused on language support and academic writing may be introduced as needed. Flexible learning formats include blended and online courses that allow learners to study in the language that is most accessible or in a combination of languages.

The quality of learning and academic success of international students increases through the integration of English as a medium for scientific publications, participation in international projects and conferences, and through the use of Ukrainian as a tool for a deeper understanding of national contexts, legal requirements, and local cultural realities.

Thus, a well-justified approach to the use of Ukrainian and English in the educational process allows for a balanced support of the academic needs of international learners while preserving the values of national education and meeting international quality standards.

2.2. THE ROLE OF ADAPTATION COURSES AND LANGUAGE SUPPORT

Adaptation courses and language support play a crucial role in ensuring the successful integration of international learners into the educational environment, enhancing both the quality of learning and the level of sociocultural interaction within the university community. Such courses enable learners to quickly acquire the necessary academic register, develop foundational academic vocabulary, and cultivate critical thinking skills within a new educational system. They include linguistic and academic preparation focused on text structuring, academic writing techniques, and conducting literature reviews.

Secondly, language support ensures continuous access to learning materials, active participation in classes, and full interaction with instructors and peers. It may take various forms: bilingual courses, translation and subtitling of lectures, discipline-specific glossaries, academic vocabulary dictionaries, mentoring programs, and academic writing tutoring. The combination of adaptation courses and language support reduces the risk of academic errors – such as plagiarism or misinterpretation of assessment requirements – and increases student motivation.

From the perspective of educational structure, adaptation courses serve as a bridge between the general educational curriculum and the specific demands of a particular discipline or study program. They may be integrated into the first semester or offered throughout the entire study cycle as optional or mandatory components. When designing adaptation programs, it is important to consider learners' language profiles: for those whose Ukrainian or English is a second language, courses can be differentiated by difficulty level (e.g., B2–C1).

Effective mechanisms for evaluating adaptation outcomes should also be implemented: formative assessment during classes, vocabulary and style tests, and analysis of subsequent academic performance to monitor the effectiveness of the programs.

EXAMPLES OF PRACTICAL IMPLEMENTATION OF ADAPTATION COURSES INCLUDE:

- 1) intensive literacy courses for rapid acquisition of academic writing skills in Ukrainian and English;
- 2) seminars on developing scientific style and citation ethics according to the requirements of both languages;
- 3) mini-courses on teaching methodology and learning strategies adapted to cultural differences and the educational expectations of the host country;
- 4) digital-support platforms with integrated discipline-specific dictionaries, automatic terminology recognition, and contextual examples;
- 5) mentoring programs where experienced students or instructors help newcomers adapt to the academic environment, understand assignment requirements, and navigate assessment procedures.

Equally important is ensuring an inclusive design for adaptation programs. This includes developing materials in two or more language versions, using accessible formats (videos with subtitles, texts with audio explanations, interactive exercises with adaptive difficulty levels), and applying the principles of PBL. Such approaches not only support the linguistic needs of international learners but also enhance the overall quality of the learning environment by providing more flexible and accessible learning formats for all students.

Adaptation courses and language support also contribute to the formation of an academic culture of responsibility and tolerance. They help overcome cultural barriers, strengthen mutual respect, and promote integration into the academic community of the host country. According to the sources, particularly [4], adaptation courses and language support reflect a systemic approach to building an accessible and inclusive educational environment for international learners.

Among the specific practices highlighted in the literature are modular academic writing programs, bilingual instructional materials, and mentoring networks that help learners quickly adapt to academic requirements and enhance their academic performance.

Research emphasizes the importance of continuous monitoring of the effectiveness of language support through feedback collection from international learners and analysis of objective educational indicators, enabling timely adjustment of programs and resources to match changes in the linguistic and educational landscape.

2.3. TEACHING METHODS CONSIDERING DIFFERENT LEVELS OF LANGUAGE PROFICIENCY

In an educational system where international learners often have varying levels of proficiency in Ukrainian and English, effective teaching must combine universal pedagogical principles with adaptive approaches that take into account each learner's linguistic needs and ensure equal access to learning materials. Such a combined approach provides not only the universality of teaching methods but also sensitivity to the context of linguistic practice, cultural differences, and individual learning tempos.

Universal principles of teaching must be adapted to a multilingual audience through the use of multimodal forms of knowledge delivery: visual materials, audio explanations, interactive exercises, and real-life examples that facilitate the understanding of complex concepts regardless of language barriers. Adaptive approaches play a significant role: differentiated feedback, flexible assessment trajectories, the ability to choose the format for presenting results (written work, oral presentation, project work), as well as the use of technologies for automated comprehension checks and language-skills support.

Attention must also be given to developing language competencies within the disciplinary context: simultaneous formation of disciplinary literacy and linguistic proficiency through the integration of language-focused tasks into the

learning process, allowing learners to gradually improve their proficiency in both languages without losing focus on the academic discipline.

It is necessary to ensure cultural sensitivity and inclusiveness: the learning environment must encourage open discussion, avoid language-based stigmatization, and provide support for learners from different cultural backgrounds, thereby fostering intercultural competence and mutual respect.

Equally important is the creation of a support system that includes language courses, advisory services on academic integrity and research ethics, as well as materials explaining referencing standards and proper citation practices adapted to different language levels. Ultimately, such a comprehensive approach can enhance the effectiveness of learning, reduce language barriers, support greater participation of international learners, and ensure higher overall quality of the educational process.

In the modern educational system, where learners often include international students with varying degrees of proficiency in Ukrainian and English, effective teaching must integrate universal pedagogical principles with adaptive approaches that take into account each learner's linguistic needs. Such methods make it possible to ensure both the mastery of academic content and the development of academic language competence, which is a key factor in learning success and integration into the academic community. One of the fundamental principles is the differentiation of learning materials and forms of presentation: multi-level tasks, the use of diverse channels of information delivery, and transparent expectations for learning outcomes.

Thus, for learners with basic language proficiency it is appropriate to use more structured texts with clear vocabulary, repetition of key concepts, and explicit alignment of terms with their definitions, while for those with higher proficiency it is advisable to offer tasks requiring more analytic depth, critical thinking, and academic writing sophistication. At the same time, the use of multilingual materials or verbal support is important, as it allows learners to develop language skills in parallel with engagement in academic content.

The first approach is differentiated instruction. This involves creating several tracks of learning materials within a single course depending on learners' language levels. For example, during lectures, students with B1–B2 proficiency levels may use appropriately adapted lecture notes with highlighted key concepts in Ukrainian or English, supported by glossaries and diagrams. Learners with C1–C2 proficiency receive more complex cases and assignments that require extended analytical conclusions and argumentative writing. This approach allows each participant in the learning process to work at a comfortable pace without feeling excluded from discussions due to language barriers. These practices are reinforced by assessment support that differentiates between formative and summative evaluation, with clear criteria for the quality of writing and oral performance.

The second approach is the active use of visual and multimodal forms that complement traditional text-based materials. Visual approaches include mini-diagrams, infographics, schemes, concept maps, as well as short animations

and video segments with subtitles. Such formats reduce linguistic load and create multilingual access to information: learners can simultaneously perceive material through visual and auditory channels, which improves retention and comprehension.

The logical combination of text and visual explanation aligns with dual-coding theory, which states that information presented simultaneously in two formats is retained better and reproduced more easily.

In the context of multimodal learning, images and bilingual explanations help separate semantic blocks: the primary language of instruction may be used for concept formulation, while a supporting or explanatory language provides clarifications of terms, examples, or contextual explanations. These bilingual segments distribute cognitive load, reduce linguistic barriers, and support a more inclusive learning environment.

Expansion of practical tools includes the use of various content-presentation formats:

- process diagrams and flowcharts with bilingual labels: key steps, responsible roles, and interactions among system components;
- annotated videos: explanations and terminology appear in two languages, with the ability to pause and replay essential fragments;
- infographics emphasizing terminology: large visual elements with concise definitions and usage examples in both languages;
- platforms with interactive visualization: dynamic diagrams that users can explore, examine relationships, and compare terminology across linguistic contexts;
- conceptual and mind maps: hierarchies of concepts with dual-language abbreviations for efficient interpretation of knowledge structures.

The use of discipline-specific bilingual dictionaries increases learners' ability to quickly access term meanings and usage contexts. Such dictionaries may be integrated into the learning platform as dual glossaries – one for general concepts and another for specialized disciplinary terminology. This not only facilitates memorization but also helps learners correctly use terms in academic discussions and written assignments.

In addition, multimodal approaches stimulate interdisciplinary relevance: diagrams and visualizations may be adapted to different educational contexts and cultural features, enhancing motivation and engagement among learners from diverse linguistic backgrounds. Ensuring accessibility is crucial: subtitles in multiple languages, descriptive captions for images, high contrast and clarity of graphics, and customizable interface features such as playback speed or zoom.

As a result, a multi-format approach not only reduces language barriers but also deepens conceptual understanding, accelerates the acquisition of new terminology, and enhances retention through engagement with multiple sensory channels.

The third approach is language support within the learning process. It focuses on systemic language reinforcement throughout the entire educational trajectory to ensure that learners gain not only subject knowledge but also the language proficiency necessary for academic success and professional communication.

Language support includes specialized courses on academic writing and public speaking tailored to different levels of language proficiency, as well as integrated forms of assistance that enable learners to develop linguistic skills within the context of specific disciplines. This is essential because language functions as an instrument of academic success, covering everything from clear formulation of ideas to proper citation and adherence to stylistic norms. Such courses help learners acquire disciplinary vocabulary and writing structures, reducing linguistic barriers and enhancing the persuasiveness of argumentation.

The structure of these courses includes modular and level-based organization with clearly defined learning outcomes for each stage:

- for intermediate proficiency levels: practice in paragraph structure based on the topic–explanation–example pattern, proper citation and referencing, and improving conciseness and logical coherence;
- for advanced levels: stylistic refinement, rationalization of complex sentence structures, improved use of academic vocabulary, development of the authorial voice, and reinforcement of critical thinking in writing;
- for professional levels: discipline-specific style adaptation for genres such as research articles, analytical reports, and presentations, with consideration of editorial standards and international citation norms.

Additional forms of support include seminars on common academic writing topics, public speaking workshops, individual consultations, and tutoring sessions.

Mentorship programs and online assistants form the next component. Mentorship programs connect learners with mentors for regular feedback sessions, discussion of written work, assistance with planning their learning process, and language-skill development. Benefits include personalized feedback, support in setting realistic goals and monitoring progress, and development of self-regulation and autonomous learning.

Online assistants include grammar and style check tools, academic vocabulary references, and grammar-norm guides. Their use focuses on verifying stylistic alignment (e.g., passive structures, conclusion phrasing, avoiding repetition), automated suggestions on citation and reference formatting, and recommendations on vocabulary and syntax according to disciplinary norms. Integration can occur through LMS, browser extensions for manuscript editing, or course modules dedicated to linguistic aspects.

Other essential components of language support include alignment with subject learning: language support is integrated into disciplinary courses, enabling learners to write and speak about course material using appropriate terminology; development of the four key skills – writing, speaking, reading, and listening; and resources such as phrase banks, structural essay templates, examples of high-quality papers, sample résumés and literature-request forms, and bilingual disciplinary glossaries. Alignment with professional communication includes teaching language skills relevant to future professional environments and preparing learners for academic publications and international presentations.

Expected outcomes include improved language competencies, increased confidence in academic communication, enhanced quality of written work and

public presentations, greater autonomy supported by online tools and mentoring, and improved communication effectiveness through clearer and more convincing articulation of ideas in both written and spoken form.

The fourth approach is adaptive assessment and feedback. It focuses on creating conditions in which each learner can demonstrate their knowledge and language skills in the most comfortable way while considering individual needs and language proficiency levels.

A key element is the option to complete assignments in the language of the study program or to use both languages with instructor approval, provided this decision is made in advance and follows unified standards of academic integrity. Such an approach ensures fair comparison of results among learners with different linguistic backgrounds and allows emphasis on actual knowledge rather than language barriers.

Assessment must be transparent and justified: criteria must be clearly articulated at the beginning of the course and accessible to all learners. These include requirements for written work (structure, logical coherence, use of sources, adherence to citation style), standards for language clarity and expressiveness in presentations, and requirements for the presentation of materials (visual quality, adherence to chosen formats, clarity of graphics). Procedures for appeals and re-assessment must be included to minimize errors and ensure objectivity.

Feedback must be timely and constructive: regular comments on grammar, stylistic issues, and specific recommendations for improvement help learners adapt more quickly and focus on essential content. Feedback may be provided in various forms: comments on drafts, short digital notes after each task, written summaries after assessments, and workshops or consultations on language support. Adapted feedback for different proficiency levels allows learners to see clear action steps for improvement regardless of whether they write in the program language or another language.

Adaptive assessment also includes personalized learning trajectories: for learners requiring additional language reinforcement, mini-courses in grammar or stylistics can be offered, targeting their specific weaknesses, along with sample assignments of varying complexity. Self-assessment tools and automated feedback systems allow learners to track their progress in real time and plan further steps.

At the same time, advanced learners are provided with expanded requirements for analytical writing, public presentations, and interdisciplinary projects, promoting the development of critical thinking and professional communication in international settings.

As a result, this approach ensures equal access to learning content, increases learner motivation for active participation, and reduces the impact of language barriers on academic achievement.

The fifth approach is **creating a multilingual environment and supporting a culture of intercultural communication**. It aims to build an environment in which different language groups feel respected and equal, and the learning process becomes accessible to all participants regardless of their linguistic

background. In this context, lecture materials and learning platforms should provide access to content in two languages or with parallel translation, activating various channels of perception – text, audio, and subtitles – which improves material comprehension and reduces linguistic load. Subtitling systems, interface translation, and discipline-specific glossaries play a crucial role, providing timely terminology and usage context for both linguistic environments.

Equally important are intercultural communication trainings for instructors and learners, focusing on understanding differences in learning styles, expectations regarding written assignments and testing formats, developing empathy, and adapting teaching methods to diverse student needs, as well as enhancing collaboration and interaction in intercultural teams. Such activities foster an inclusive learning climate that values linguistic diversity and cultural contexts, enriching the educational environment, increasing learner motivation, and supporting the development of global competencies necessary in international academic and professional settings.

The sixth approach is **integration of technologies and autonomous learning**. This approach focuses on using modern digital tools to support self-regulated learning, enabling each learner to choose their own pace and ways of interacting with material through online platforms with language-switching capabilities, synchronous and asynchronous learning formats, mobile applications for terminology acquisition, and personalized learning pathways. These platforms can automatically generate discipline-specific glossaries, connect multilingual terms with usage contexts, and offer adapted example sentences, phrasing models, and comprehension checks through interactive exercises. This enables learners not only to master concepts but also to develop language competence within specific domains, reinforcing their ability to apply knowledge in practice.

For specific courses, content packages with narration or audio explanations support auditory learning and stimulate diverse learning styles: while listening, learners can simultaneously review visual materials, take notes, and revisit segments when needed. Additionally, technology facilitates access to learning content through mobile applications that allow offline downloads, progress synchronization across devices, and notifications about new assignments or course updates.

The ability to personalize learning trajectories is also crucial: recommendation algorithms may suggest materials based on learners' strengths and weaknesses, addressing the need for language reinforcement or additional practical exercises involving terminology in realistic contexts. Interactive testing modules and real-time feedback systems allow quick progress assessment and course-plan adjustments. This approach provides learners with flexibility, increases motivation and engagement, strengthens autonomy in managing time and resources, and improves the ability to apply knowledge across disciplines and in international professional settings.

The list of practical examples confirming the effectiveness of these methods can be expanded into a detailed paragraph in which each item explains its purpose, advantages, and implementation mechanism, considering disciplinary specifics and learners' linguistic profiles.

First, **intensive language courses** at the start of the academic year aim not only to develop basic vocabulary rapidly but also to introduce academic writing style: learners are immediately acquainted with paragraph structure requirements, thesis formulation, citation rules, and argumentation building. This reduces linguistic obstacles and supports faster integration into the learning environment. Courses may be adapted to the disciplinary context by introducing field-specific terminology, examples from authentic sources, and tasks involving translation and stylistic adaptation to disciplinary standards.

Second, **bilingual lecture notes and glossaries** provide quick access to definitions of terms and key concepts in both languages, simplifying concept comparison and supporting better memorization. Such materials can be structured thematically, with lexical pairs and contextual examples linking terms to practical applications within the course.

Third, **mentorship programs** that involve support from senior students and instructors provide personalized feedback, help with academic planning, and adapt language expectations to individual needs. Mentors can guide learners in drafting learning plans, editing assignments, and preparing for exams or public presentations, which helps increase motivation and reduce learning-related anxiety.

Fourth, **online courses with adaptive difficulty levels** and integrated automated translation for learning materials allow learners to work at a comfortable pace, reduce language barriers, and simultaneously develop language competence. Adaptive algorithms tailor tasks to proficiency levels, while automatic translation and parallel versions of learning resources support comprehensive understanding. For certain disciplines, content with dual terminology and applied examples is particularly useful.

All these methods can be implemented while considering the specifics of the academic discipline and learners' linguistic profiles. For example, technical or medical fields emphasize terminological precision and adherence to citation standards, while humanities prioritize the development of critical thinking, writing style, and the ability to conduct multilingual discussions.

2.4. USE OF TRANSLATORS, VISUALIZATION, AND DIGITAL TOOLS

For international learners, it is important to combine automated translators, visualization methods, and digital tools that reduce language barriers and increase learning effectiveness. The following sections outline practical applications of each component, with examples of their implementation in the educational process.

Automated translators and machine translation services may be useful at the initial stages of learning, when students need to quickly navigate terminology and the general content of the materials. For example, during the first introduction to a new discipline, an instructor may provide lecture notes in

two languages or with parallel translation – Ukrainian and English simultaneously – which enables learners to expand their vocabulary while understanding the context.

Modern platforms often integrate built-in translators into the interface of the learning environment, allowing students to quickly translate terms directly while reading the material. It is important to establish clear boundaries and usage guidelines: translations should not replace the actual learning of writing and thinking; translators must serve as support, not the primary source of knowledge. Specialized dictionaries of disciplinary terminology with bilingual definitions and contextual usage are also applied. It is also necessary to consider the quality of translation and potential inaccuracies of automatic systems; therefore, for complex academic statements, clarification from the instructor or a learner's summarized retelling is recommended.

Visualization helps reduce cognitive load and make material more accessible, regardless of language proficiency. Practical techniques include:

- using infographics and mini-diagrams to explain processes, concepts, and relationships between phenomena;
- applying mind maps with bilingual nodes to identify terms and their connections;
- video lessons with subtitles and integrated summaries of key points;
- parallel captions for images and diagrams in different languages;
- graphical comparison schemes of theories or methods with concise explanations.

EXAMPLE

in a sports psychology class, the instructor may present a “cause–effect” diagram with captions in Ukrainian and English, along with smooth animated slides where each step is explained with a simple sentence and the corresponding term in both languages.

A learner can quickly identify gaps in understanding terminology, complete a fill-in-the-blank task using hints from the graphics, and independently translate key phrases as needed. It is also advisable to introduce glossaries of disciplinary terms containing definitions in two languages, examples of usage, and contextual explanation related to the specific topic.

The third direction involves **digital tools and platforms**. Digital solutions can significantly enhance accessibility of learning and support language adaptation.

USEFUL TOOLS INCLUDE:

- platforms with adaptive learning content that allow switching the interface language or changing the language of instruction according to learner needs;
- learning management systems with the ability to upload materials in various formats (PDF, EPUB, audio versions, video with subtitles);
- online discipline-specific dictionaries with integrated contextual examples of term usage;

- online-course modules with automated grammar and style checking adapted to different language levels;
- mobile applications for reviewing terminology and expressions, offering micro-lessons with varying levels of complexity;
- platforms for collaborative work and knowledge sharing, where participants can conduct discussions in two languages or with translation support.

EXAMPLE

during the development of a course in sports management, a digital platform provides interactive tests in English and Ukrainian, allows switching the language of content delivery, stores analytics showing which parts of the material most frequently require translation, and automatically generates short summaries in both languages after each section.ch solutions support not only content acquisition but also the development of academic writing and public speaking skills in both languages.

A special emphasis should be placed on balancing autonomy and support. Tools must be accessible yet not replace live communication with an instructor or the opportunity to receive personalized clarification. It is also important to consider data confidentiality and security, especially when using cloud services and educational platforms.

The role of translators, visualization, and digital tools is to create a multichannel, adaptive, and inclusive learning environment that enables each international learner to effectively master the material, develop linguistic and academic skills, and successfully integrate into the academic community.

SECTION 3. PSYCHOLOGICAL ASPECTS OF WORKING WITH INTERNATIONAL LEARNERS IN HIGHER EDUCATION INSTITUTIONS

3.1. SPECIFICS OF INTERNATIONAL LEARNERS' ADAPTATION TO A NEW EDUCATIONAL ENVIRONMENT

The adaptation of international learners is a multidimensional process that involves not only mechanical assimilation of academic material but also internal re-orientation, development of new learning strategies, formation of intercultural competence, and building social networks within the university community. In this context, adaptation should be viewed as the integration of three interrelated areas: linguistic development and academic communication, cultural adaptation and formation of academic identity, as well as psychological resilience and emotional support. Valuable insights originate from both empirical studies on integration processes and practical cases from higher education institutions around the world.

EXAMPLE

observations from a faculty of international relations in a country with rich linguistic diversity demonstrate that language support goes beyond linguistic preparation and intersects deeply with the formation of academic culture and disciplinary thinking. This, in turn, increases students' motivation to overcome challenges and participate more actively in the learning process. At the same time, analysis of online adaptive learning experiences shows that the ability to switch between languages of instruction and access bilingual glossaries significantly reduces absenteeism caused by language barriers.

The first block of adaptation features concerns the linguistic component. Language is not merely a tool of communication, but a key to accessing knowledge: correct vocabulary, understanding of style and register of academic writing, and mastery of academic discourse determine whether a learner can fully participate in discussions, read academic literature confidently, and prepare research papers.

PRACTICAL SITUATIONS from real educational settings often demonstrate that language issues extend beyond purely linguistic competence. For example, a learner from Morocco who enrolled at a university in Lviv was surprised that gaps in Ukrainian proficiency and unfamiliarity with local academic idioms caused confusion about citation and referencing requirements. He experienced significant pressure while writing coursework because the conceptual structure

of disciplinary terminology was based on an internal linguistic framework different from that of his native language.

In response to such challenges, universities implement comprehensive language support systems that include bilingual lecture notes, parallel translations of key sections, disciplinary vocabulary dictionaries, and specialized glossaries with usage examples. Academic writing programs play a crucial role: courses focused on the structure of academic texts, logic of argumentation, citation techniques, and avoidance of plagiarism. These are accompanied by mentoring support provided by experienced instructors and advanced students, helping newcomers adapt more quickly to the local academic environment.

The importance of such approaches is well illustrated by cases where first-year learners receive accessible bilingual lecture notes with clear term definitions, allowing them to devote more time to developing analytical and synthesis skills rather than struggling with basic vocabulary. Equally important is creating conditions that support the gradual automatic transition from the native language to the language of instruction. This is achieved through bilingual literature reviews and parallel versions of research texts that allow learners to compare approaches and methods across linguistic and cultural contexts. Such practices also help overcome language barriers during seminars and laboratory sessions, where effective participation requires quick reformulation or precise articulation of thoughts in the language of instruction.

Monitoring linguistic adaptation is also essential, achieved through regular feedback from international learners and analysis of their academic performance. This allows institutions to adjust language courses and resources if signs of stagnation or lack of progress appear.

The second block involves cultural adaptation and social integration. Learning cultures may significantly differ from those familiar in a learner's home country, including expectations toward instructors, teaching styles, norms of classroom communication, and interaction patterns among peers.

AN EXAMPLE

OF CULTURAL SHOCK may be the following: a student from Morocco noticed that humorous remarks in Ukrainian during classes differed from his expectations of professional seriousness, leading him to misinterpret instructors' comments as personal remarks rather than part of academic discussion.

In response, universities develop inclusive programs that include initial seminars on intercultural communication and organize interest-based clubs and intercultural exchanges, allowing learners from various countries to find common ground for communication and mutual support.

Psychological support plays an important role in this domain: student support centers offer mentoring, group discussions, and cultural events where international learners can share experiences, challenges, and coping strategies. Emphasis is placed on promoting a paradigm of mutual respect and

understanding – diversity is not a barrier but a source of enrichment for the learning environment. Adaptation initiatives must also consider cultural differences in expectations related to assessment, particularly in written assignments, oral presentations, and assessment formats, where traditions vary across cultures.

Collaboration with student organizations and communities is also vital: they act as catalysts for social integration and help newcomers establish social connections, increasing their sense of belonging and reducing feelings of isolation.

The third block focuses on psychological mechanisms of adaptation and resilience. Learning conditions may trigger anxiety, particularly due to uncertainty about the future, fear of failure, or feelings of isolation in a foreign environment. One university documented that newly arrived international learners experienced depressive states more frequently during the adaptation period, requiring timely psychological assistance and crisis services.

Professionals in psychological support services play an essential role – they not only provide counseling but also conduct preventive activities: stress-management seminars, resilience-building training, support groups organized by linguistic or cultural identity, and mentorship programs in which senior students help newcomers understand academic expectations and navigate cultural challenges.

Equally important is creating safe spaces where learners can discuss emotional experiences, including anonymous online formats and in-person meetings outside the classroom. Privacy and ethical standards remain central: assistance must comply with data protection norms, avoid bias, and respect cultural differences in expressing emotions and needs.

Crisis situations such as pandemics or other emergencies have highlighted the need for rapid and accessible psychological support resources, including online consultations, crisis hotlines, integrated digital platforms within the educational environment, and mobile applications for mental-health support.

The adaptation of international learners to a new educational environment is a complex process involving linguistic, cultural, and psychological dimensions, deeply intertwined. Effective support requires a structured set of measures: linguistic and academic preparation, a culture of interaction and intercultural competence, creation of support networks, responsible and ethical psychological assistance, flexible assessment systems, and accessible resources. This approach not only improves academic performance but also fosters a sense of belonging within the university community – an essential factor for long-term academic and social success in diverse educational settings.

3.2. OVERCOMING STRESS AND ANXIETY DURING THE ADAPTATION PERIOD OF INTERNATIONAL LEARNERS: ACADEMIC AND INTERCULTURAL DYNAMICS

A new educational environment often requires international learners to engage in more intensive self-directed learning, process large volumes of information, and

use digital tools that may be unfamiliar or differ in format and style. This may increase cognitive load, reduce motivation, and decrease the effectiveness of learning strategies. Additional complexity arises from unfamiliar social norms related to classroom behavior, expectations of interaction during classes, participation in online discussions, and responsibility for group project outcomes.

As a result, adaptation requires a systemic approach that integrates academic, psychological, and intercultural components. Academic support should include clear learning algorithms, adapted materials, mentoring, and consulting spaces focused on developing language competencies, academic writing, rhetorical skills for scientific texts, and research abilities.

Psychological support must be accessible and diverse: stress-management strategies, emotional support, crisis counseling, and the development of resilience, all with consideration of each learner's cultural background.

Academic adaptation manifests itself in the ability to convert instructional content into conceptual and linguistic forms that meet the expectations of the educational institution. Language requirements often represent a key stress factor, as an unbalanced lecture pace, complex terminology, and the need for formalized written and oral expression affect participation in discussions, the reading of academic literature, and the writing of scientific papers.

A representative example is a learner from India who entered a technical university in Lviv and experienced significant pressure due to an insufficient level of academic Ukrainian and technical writing style; this slowed down the preparation of coursework and reduced participation in seminar discussions because of the fear of making a mistake. In response to such challenges, universities implement language support in the form of bilingual course notes, glossaries of terms with clear definitions in Ukrainian and English, parallel translation of critical source fragments, and mentoring meetings with the instructor to clarify citation and test-format requirements. The implementation of such measures increases learner participation in discussions and reduces the time needed to complete coursework; corresponding data demonstrate participation growth by dozens of percentage points and a significant decrease in preparation time.

The second dimension focuses on intercultural adaptation, social integration, and emotional safety. Intercultural adaptation involves the ability to engage in cross-linguistic and cross-cultural interaction, understand diverse learning styles and expectations, and reduce cultural misunderstandings. Examples from practice include cases where learners from different countries experience isolation due to differences in communication styles: for instance, the directness typical of Western contexts may be perceived as harshness in Eastern cultures, or humor may be interpreted differently within a professional environment; such differences often lead to anxiety and reduced participation in group projects. Universities respond by creating intercultural training programs for learners and instructors, establishing interest-based clubs, and implementing cross-cultural mentoring partnerships between learners from different backgrounds. Observations show improved group interaction, reduced conflicts, and increased satisfaction with the learning process.

The practical line also includes the use of multilingual resources and translation during consultations, which allows newcomers to feel more confident during communication and while processing academic materials. Psychological support also gains importance: student-support centers offer mentoring, group discussions, and cultural events that allow learners to share experiences and strategies for overcoming challenging moments while fostering a paradigm of mutual respect and understanding that diversity enriches the educational environment.

The third dimension focuses on emotional resilience and psychological support as systemic mechanisms of adaptation. Emotional resilience refers to the ability to adapt to stressful situations, recover from crises, and maintain mental well-being under high academic workloads. International learners often experience anxiety, uncertainty, and fear of failure, which makes the implementation of systemic psychological support essential: crisis-support points, online consultations, support groups based on linguistic or cultural identity, and regular stress-management and mindfulness training. The effectiveness of these measures may be reflected in reduced overall anxiety levels and increased willingness to seek help, which positively correlates with higher engagement in the learning process.

Practical steps include regular emotional-state surveys, stress-management courses, mobile applications for mood monitoring and relaxation techniques, access to online consultations and crisis hotlines tailored to linguistic and cultural contexts, as well as the creation of safe spaces for discussing emotional difficulties without stigma.

From an intersectoral perspective, institutional recommendations include: developing an integrated package of measures that combines language support, academic preparation, intercultural integration, and psychological assistance; ensuring accessibility of resources (multilingual materials, translators during consultations, online tools with adaptive content delivery); implementing early warning and monitoring after key learning stages; and establishing a system for evaluating effectiveness using data, feedback, and ongoing program adjustment.

A high level of implementation of such practices is confirmed by institutional examples: University A introduced monthly online well-being surveys and “quiet rooms” before exams, reducing absenteeism caused by anxiety; Faculty B implemented bilingual guides on managing academic workload and relaxation workshops, increasing participation of international learners in discussions; student organizations created language-based support clubs that help build social networks and reduce isolation.

Overcoming stress and anxiety during the adaptation period of international learners must be a systematic process integrating academic preparation, intercultural adaptation, and psychological support through early identification of stress sources, the introduction of adaptive learning practices, the creation of an inclusive environment, access to professional assistance, and continuous monitoring of the effectiveness of implemented measures. Such efforts not only reduce anxiety but also build trust in the educational environment, increase

academic performance, and expand the intercultural competence of the university community.

3.3. PSYCHOLOGICAL SUPPORT OF LEARNERS: THE ROLE OF THE INSTRUCTOR

In higher education, the role of the instructor extends beyond the transmission of knowledge and includes psychological support, emotional well-being, and the formation of a learning atmosphere that enables each learner to realize their potential. The instructor becomes a guide in the adaptation process, noticing signs of stress, anxiety, or fatigue, offering support, and helping students navigate available learning resources, consultations, and educational strategies. They create a safe space for discussing difficulties, encourage open communication and trust, which allows learners to express doubts, share experiences, and seek help without fear of judgment. This approach requires attention to diverse academic needs, cultural contexts, and personal circumstances, which increases motivation, self-regulation, and reflective learning.

At the same time, the instructor shapes a learning environment oriented toward active participation, development of critical thinking, collaboration, and responsibility for one's progress, fostering peer cooperation, mutual support, and the ability to adapt quickly to change.

A transition to a more holistic learning model means that the instructor's role unfolds through a combination of pedagogical competence, psychological sensitivity, and intercultural awareness, providing each learner with conditions for successful integration into the academic environment, development of professional skills, and personal growth.

Addressing psychological support with emphasis on the instructor's role must include both theoretical foundations and practical mechanisms of interaction, challenges, and ethical considerations. The key idea is that the instructor is not only a facilitator of the learning process but also the first point of contact within the support system, whose sensitivity, competence, and responsibility can significantly influence learner adaptation and academic success.

First, it must be noted that psychological support does not imply replacing professional psychological care; rather, it involves creating conditions in which instructors are attentive to learners' mental states, notice signs of stress or anxiety, respond appropriately, and refer learners to qualified specialists when necessary. Such signs are not always obvious: linguistic and cultural barriers, low confidence, fear of failure, interpersonal conflicts, or overload beyond optimal limits may manifest as reduced participation, increased disorientation during tasks, frequent clarifying questions, or sudden behavioral changes. The instructor's role must be clearly structured: to be an ethical and professional partner for the learner, a reliable source of support, and a coordinating link between academic structures and student-support services.

The first aspect of the instructor's role involves creating a safe learning environment that reduces anxiety and increases psychological security. This includes establishing clear expectations, a convenient structure of classes, and transparent assessment systems and timelines. When a learner hears clear grading criteria, receives feedback, and understands the logic of topic transitions, they gain a sense of control over the learning process, reducing insecurity and anxiety.

Inclusive practices play a crucial role: involving learners in setting discussion rules, preventing labeling or biased comments, and supporting a culture of respect for various perspectives and cultural backgrounds. At one university, "safe zones" were introduced for international learners in the format of small groups where students could discuss challenges related to learning and adaptation, with instructors supporting such meetings and emphasizing the importance of non-stigmatizing feedback. This reduces fear of speaking during seminars and increases participation in academic discussions.

The second direction concerns direct interaction with learners as the first line of support. Active listening and the ability to detect signals requiring attention – changes in behavior, decreased concentration, sudden emotional reactions, or reduced motivation – are crucial.

The instructor must combine empathy with professional judgment: validate the learner's experiences, connect feedback with specific academic recommendations, and propose concrete resources (e.g., a consultation with a faculty psychologist or participation in a mentoring program). A practical example is a group-based seminar format involving a psychologist who helps learners express concerns about language barriers and provides practical advice for weekly planning, which reduces group anxiety and increases academic performance.

Instructor training in fundamental psychological principles is also useful: recognizing signs of anxiety, techniques for preventing overload, and approaches for adjusting learning plans. Such competencies can be developed through short workshops or integrated modules in pedagogical psychology focused on practical cases.

The third aspect relates to coordination with the institution's support system. The instructor is an important link between the department, student-support services, and mental-health practices. Clear coordination protocols are needed: how learners can access psychological services, whether anonymous options exist, and how linguistic and cultural factors are considered during crises.

In one case, an institution developed a joint action protocol for instructors and counselors: when a learner expresses concern about academic load or emotional strain, the instructor initiates contact with the psychological office while providing short-term support; the counselor then provides individualized care and refers to specialized assistance when needed. Such mechanisms ensure timely responses, prevent lapses in support, and reduce stigma.

The instructor must also maintain ethical standards: respecting confidentiality, handling sensitive information carefully, and ensuring voluntary informed

consent before sharing data with institutional units. Sensitivity to cultural differences in emotional expression and help-seeking is essential.

It is equally important that learners understand the instructor's limitations: the instructor is not a psychotherapist but can demonstrate basic stress-management strategies and coordinate access to appropriate support services. A practical approach is to inform learners at the beginning of a course about available psychological resources, ways to seek help, language support options, and confidentiality – reducing uncertainty and increasing willingness to access support.

The fourth aspect concerns the instructor's professional development as a key factor of effective psychological support. It is essential to continuously develop pedagogical-psychological competencies: intercultural communication, understanding learners' mental needs, managing academic workload, and strategies for creating emotionally supportive learning environments. This development may include training modules, case-based workshops, faculty development programs, cross-department experience exchange, and participation in professional communities. Institutions may also implement feedback systems: anonymous learner surveys, analysis of successful and unsuccessful practices, and adjustment of teaching approaches.

A high level of instructor competence significantly increases the likelihood that learners feel supported and are more willing to seek help when needed.

Thus, the instructor's role in providing psychological support is multifaceted and critically important for effective adaptation and academic success. Instructors act not only as teaching figures but also as guides to support resources, coordinators between academic structures and mental-health services, and ethical mediators between cultural contexts and learner needs. Optimal outcomes are achieved through systematic professional development, clear action protocols considering linguistic and cultural specifics, and a culture of open communication in which learners can openly discuss difficulties without fear of stigma.

3.4. STRATEGIES FOR CREATING A FRIENDLY EDUCATIONAL CLIMATE IN AN INTERCULTURAL STUDENT GROUP

In contemporary higher education, intercultural student groups are the norm, and a friendly educational climate is crucial for successful adaptation, active learning engagement, and long-term socialization of learners from different cultures. Creating such a climate requires a systemic, holistic approach integrating institutional policies, instructional practices, student initiatives, and infrastructural solutions. Below is an expanded response across three integrated domains: theoretical foundations, practical mechanisms for creating a friendly climate, and institutional conditions for its support.

First, it should be emphasized that a friendly educational climate is not merely the absence of conflict or minimal social tension, but an active, inclusive, and mutually respectful atmosphere in which every learner feels belonging,

safety in expressing ideas, and confidence to participate regardless of cultural or linguistic background. Such an atmosphere is shaped not only by formal curriculum elements but also by everyday interactions: the quality of feedback, trust between students and instructors, accessibility of support resources, and openness to diverse learning styles. A friendly climate must be viewed as a multidimensional construct comprising academic safety, social acceptance, ethical culture of respect, and psychological support.

Research shows that increased sense of belonging is associated with higher motivation, class participation, and improved academic results. Diagnosis of a friendly climate can apply a three-layer approach: departmental surveys, qualitative focus groups with learners from various cultures, and regular monitoring of participation in academic activities. Indicators include reduced isolation among international learners, 15–25% growth in participation in group projects per semester, and fewer conflict incidents in collaborative assignments.

Diversity should be treated as a resource: integrating intercultural competencies into teaching, supporting varied assessment formats, and addressing biased practices.

The second block focuses on practical mechanisms for building a friendly climate in daily academic activity. First and foremost, this involves cultivating a culture of open communication where each learner can express ideas and be heard without fear of judgment.

Important tools include moderated “safe confrontation” discussions in which behavioral norms and respect standards are established at the beginning of the course. Instructors serve as moderators supporting diverse viewpoints and gently adjusting group dynamics to prevent dominance by certain participants or marginalization of linguistic minorities. Adaptive teaching methods – visualization, structured notes, bilingual materials, and multimodal content – reduce language barriers and increase engagement.

A PRACTICAL EXAMPLE:

in a course on intercultural communication, mandatory “moderation sessions” were introduced, where each learner prepares a short speech about their cultural context, followed by active listening and respectful questioning. Such exercises promote intercultural understanding and strengthen mutual respect. Supporting tools include multilingual resources, translations of key concepts, term glossaries with examples, and parallel texts that support linguistic adaptation, along with academic writing courses. Infrastructure also matters: quiet rooms for reflection, communal spaces for informal communication after classes, and online platforms for sharing experiences among learners.

The third block is dedicated to ethical requirements and conflict management. Strategies must align with ethical principles, confidentiality, and

non-discrimination. Institutions must define clear procedures for responding to intercultural conflicts or discrimination. Learners should be informed in advance about support protocols and protection mechanisms. A real case: a university introduced a “partnership protocol” between instructors and student-support services regulating responses to language-based bullying or cultural misunderstandings in group projects, outlining steps, confidentiality rules, and resource accessibility. Instructor responsibilities include early prevention through transparent rules and timely coordination with support services.

The fourth aspect concerns cultivating a culture of collective responsibility. A friendly educational climate is shaped not only by individual actors but through joint efforts of departments, administrative units, and student organizations. Feedback mechanisms – regular surveys, open comment sections, and forums for discussing concerns – allow early detection of trust issues and hidden barriers. Examples include monthly meetings between the student dean’s office and cultural community representatives, student councils organizing cultural days and intercultural events to enhance community cohesion.

The fifth aspect concerns measuring effectiveness and reflecting outcomes. Creating a friendly climate requires systematic monitoring and evaluation. Metrics may include satisfaction with the learning environment, reduced stress and anxiety levels among cultural groups, increased participation in team projects, fewer conflicts and support-service referrals. Tools include well-being surveys, focus groups, analysis of grading data, and case studies. Results inform institutional adjustments: policy changes, curriculum adaptations, and improvement of services and resources.

The sixth aspect acknowledges critical cases and potential risks. Institutions must anticipate crisis scenarios such as language overload during exams, cultural conflicts, or psychological crises and be prepared with response strategies. Avoiding stigma associated with seeking help and ensuring anonymity and confidentiality are essential. At the same time, strategies must avoid overly general solutions; specific protocols and clear responsibilities are required.

Creating a friendly educational climate in an intercultural student group requires a balanced synthesis of pedagogical practices, institutional policies, and a culture of open interaction. Optimal outcomes arise through four core lines: clear expectations and transparent participation rules; inclusive teaching and support methods; ethical coordination between instructors and support services; and systematic monitoring with ongoing adjustment of policies and practices.

SECTION 4. CULTURAL AND NATIONAL SPECIFICITIES AS DETERMINANTS OF ACADEMIC AND SOCIOCULTURAL ADAPTATION OF INTERNATIONAL STUDENTS IN HIGHER EDUCATION

4.1. PRINCIPLES OF CULTURAL SENSITIVITY IN TEACHING: COMPETENCIES AND PRACTICES FOR EFFECTIVE INTERACTION WITH INTERNATIONAL AND LOCAL STUDENT

In the educational context, cultural sensitivity is not merely an additional element of pedagogy but a fundamental requirement for the quality of teaching in a globalized student environment. International and domestic students enter classrooms with different educational traditions, linguistic repertoires, cultural norms, expectations regarding the roles of instructors, and modes of interaction within the learning process. Accordingly, principles of cultural sensitivity must be integrated into all aspects of teaching: from curriculum development and assessment formats to the choice of discussion moderation methods, feedback provision, and student support. These principles not only reduce the risks of bias and discrimination but also create a stimulating environment that encourages active participation, critical thinking, and intercultural collaboration.

Understanding one's own cultural identity is key to effective interaction with others. Instructors need to be aware of their own values, stereotypes, and potential biases that may unconsciously influence their choice of examples, assessment methods, or discussion management style. Self-critical reflection allows instructors to identify weak points in communication with culturally diverse groups and adapt their practices to the context. This includes the ability to recognize when linguistic or cultural differences become barriers to understanding and to apply appropriate support strategies, such as using multilingual resources, clearly explaining terms and concepts, and adapting the pace of material delivery and modes of participation in group work. Importantly, self-reflection also reduces the risk of stereotyping students from specific cultures: instead of generalizations, the instructor seeks an individualized approach based on the needs and capabilities of each student.

Diversity is not considered a problem but a resource for enriching the learning process through different perspectives, approaches to problem-solving, and modes of argumentation. This requires instructors to establish interaction rules that ensure a safe space for expressing opinions while preventing discrimination, insults, and stigmatization. Practical steps include moderating discussions with clear instructions on ethical norms, using a "roundtable" format

or structured group assignments so that every voice can be heard; applying principles of rational reasoning and fact-checking to dispel biases; and using examples from different cultures and regions to demonstrate the diversity of traditions, learning methods, and linguistic practices.

Developing intercultural competence – a set of knowledge, skills, and attitudes that enable effective interaction with students from diverse cultural contexts – is essential. Key components include:

- **Empathy and active listening:** the ability to put oneself in another's position and attentively perceive their messages, needs, and limitations;
- **Intercultural communication:** the ability to convey and interpret information in ways that are understandable and respectful across cultural perspectives;
- **Adaptive pedagogy:** the ability to adjust learning materials, examples, and tasks according to students' language proficiency, cultural experience, and educational traditions;
- **Ethical standards of interaction:** ensuring confidentiality, respect for personal space, and freedom of conscience.

Developing these competencies requires systematic training and reflective practices for instructors, including modular courses, internships in intercultural teams, and peer-exchange experiences.

Practical teaching methodologies for mixed student groups – comprising both international and local participants – should focus on creating an inclusive and adaptive learning environment where linguistic and cultural diversity is perceived as a resource rather than a barrier.

First, multimodal approaches should be implemented, allowing participants to receive information through multiple channels according to their strengths and language proficiency. Text materials serve as a foundation for deep comprehension and theoretical grounding. Meanwhile, audio-visual content with subtitles significantly enhances accessibility for students with different linguistic backgrounds: subtitles aid in understanding specialized vocabulary and expressions while helping students capture pronunciation, intonation, and nonverbal cues, resulting in better material comprehension than text-only formats.

Adapting multimedia content to varying language proficiency may include bilingual or multilingual versions, as well as options to switch audio and subtitle languages, enabling individualized pacing and fostering bilingual or multilingual skills. Glossaries and explanatory notes for key concepts reduce semantic ambiguity, ensure consistency of definitions within the discipline, and serve as reference points for further independent learning. Parallel texts and translations of key terms are also useful, allowing learners to quickly compare terminology across languages, support reading skills, and reduce cognitive load. Learning content should be presented through multiple modalities: scholarly texts, audio-visual materials with embedded explanations, interactive exercises for contextual term understanding, and parallel texts with glossaries. Additionally, tasks encouraging knowledge transfer across languages and cultures – such as comparative analyses or short storytelling exercises using new vocabulary – should be incorporated.

Simultaneous use of classroom management technologies – interactive textbook platforms, progress monitoring systems, and feedback mechanisms – allows instructors to track material accessibility, language versions utilized, and the pace of student engagement. It is equally important to consider potential linguistic and cultural barriers, apply project-based learning (PBL) principles, provide various formats of information delivery (compact summaries, extended explanatory notes), offer asynchronous and synchronous learning options, and facilitate collaborative microgroup tasks, enabling culturally diverse students to work together and share knowledge.

This combination reduces linguistic and cultural barriers, activates intercultural interaction, stimulates critical thinking, increases motivation, and enhances learning quality in mixed groups, where each participant brings unique experiences and perspectives.

Second, flexibility in assessment formats and requirements is key to ensuring fairness and effectiveness in mixed student groups, as it accommodates diverse linguistic and cultural contexts, learning styles, abilities, and prior experiences. A comprehensive approach includes offering multiple assessment formats and implementing structural mechanisms for transparency, adaptability, and balance throughout the course. Multiple assessment formats allow students to choose modes of demonstrating knowledge that best match their strengths and language abilities.

These formats include:

- Oral presentations (individual or group) showcasing theoretical knowledge, clear communication, terminology mastery, and well-argued responses;
- Written assignments of various types: analytical papers, essays, research reports, bilingual versions, or concise summaries in another language;
- Mini-projects and practical tasks applying knowledge to real or simulated contexts;
- Narrative assignments combining descriptive and analytical elements via case storytelling;
- Combined or innovative formats: portfolios, digital presentations with multimedia components, or interactive tasks using modern educational technologies.

Transparency and clarity of assessment criteria are crucial: tasks should be available on the learning platform prior to execution, with separate criteria sets for each format accounting for linguistic nuances, cultural context, and format compliance. Providing sample works illustrating expected quality helps students plan work accurately and avoid ambiguity.

Assessment criteria should also be presented in multiple modalities: textual descriptions, explanatory videos, short instructions, or interactive demos guiding step-by-step achievement of each level. Language adaptations (e.g., English and Ukrainian versions with key term glossaries) reduce linguistic barriers. Alternative assessment formats for students with special needs or temporary language difficulties may include shorter or adapted tasks, substitution of written work with oral presentations and summaries, multilingual options with prior approval, or use of digital translation and note-taking tools. Students may

combine assessment formats within a course to best reflect learning progress and styles.

Intermediate and final reviews with regular feedback allow students to adjust efforts toward course standards. Control points during task completion provide prompt guidance and improvement suggestions; peer and self-assessment mechanisms using standard criteria encourage self-regulation; flexible submission deadlines with corrective mechanisms maintain academic quality.

Students should be taught to understand and use assessment criteria for planning, time management, source collection, referencing, and self-monitoring. Open discussion of expectations and feedback culture encourages confident engagement and readiness for constructive criticism.

Cultural sensitivity and linguistic accessibility are essential: assessment criteria should be neutrally formulated, with multilingual adaptations and term localization, and support for translators or bilingual assistants during consultations, office hours, or assignments. User-friendly interfaces and materials ensure accessibility for students with varying educational and linguistic backgrounds; specific disciplines requiring precise technical or terminological language should be considered.

Effectiveness should be monitored using mixed research methods: quantitative participation and achievement metrics, qualitative interviews and focus groups, case studies, and real-life examples. Systematic use of mixed methods helps identify causal links between assessment forms, language support, and academic outcomes, while revealing long-term impacts on motivation, engagement, and intercultural competence. Comprehensive evaluation measures not only learning outcomes but also dynamics of motivation, changes in learning attitudes, effectiveness of language support, and degree of student integration, informing program, resource, and methodology improvements.

Open discussion of expectations and feedback is emphasized by many researchers: learning environments should cultivate honesty, respect, and mutual support, allowing participants to freely express needs and suggestions. Feedback is a development tool rather than a threat. Transparent interaction rules supporting respect for diverse viewpoints and constructive criticism are essential.

Anonymous feedback channels allow safe reporting of concerns or suggestions without fear of reprisal, supplemented by regular surveys, qualitative discussions, and post-activity documentation. Combining quantitative and qualitative data offers a comprehensive view of educational processes, enabling evidence-based recommendations to improve learning quality, reduce anxiety, and increase student engagement.

Cooperative learning formats enable students from diverse cultural backgrounds to work together on shared tasks, considering language and cultural barriers. Microgroups facilitate faster integration, equitable workload distribution, and role rotation (moderator, coordinator, researcher, reporter, presenter), enhancing skills, empathy, and understanding of cultural differences.

Cooperative agreements outline interaction expectations, assessment criteria, role distribution, communication rules, and conflict resolution methods, ensuring

transparency and predictability. Intercultural micro-projects focus on shared goals and needs of different cultural groups, including research tasks, cultural presentations, social studies, or case analyses requiring collaboration and compromise. Effective cooperative learning relies on convenient collaboration tools, clear task structure, participant requirements, timelines, transparent assessment criteria, and feedback at each stage to correct actions and maintain motivation.

Open discussion of expectations and feedback and cooperative learning are interrelated: transparency fosters trust and open communication, essential for successful collaboration among culturally diverse participants. Together, they enhance academic outcomes, intercultural competence, empathy, and active participation.

Long-term indicators measure international program effectiveness and global university impact: retention of international students, integration into research communities through conferences, publications, joint projects, academic achievements (graduate degrees, doctoral programs), and professional advancement. Retention evaluation involves quantitative metrics (dropout rates, study duration) and qualitative assessment of academic and social adaptation: continuation of studies, career trajectory alignment, ongoing university affiliation, and ambassadorial roles enhancing institutional reputation.

Graduate integration into research communities occurs via interdisciplinary projects, editorial participation, research grants, and bridging education with scientific innovation, indicating strong academic foundations and long-term educational value. Academic achievements include publications, patents, academic positions, leadership in projects, recruitment of students from partner countries, and joint graduate programs, demonstrating sustainable international impact on competitiveness and globally oriented learning ecosystems.

Together, these components measure not only individual success but also program impact on institutional reputation, contributions to national and international science, and the university's capacity to build intercultural links and sustainable partnerships worldwide.

Effectiveness encompasses academic improvement, increased intercultural interaction, development of global competence, and creation of an inclusive climate supporting diversity and the success of every student, regardless of cultural or linguistic background.

4.2. AVOIDING STEREOTYPES AND DISCRIMINATION IN THE EDUCATIONAL ENVIRONMENT: FORMING AN INCLUSIVE CULTURE, PREVENTION AND RESPONSE MECHANISMS, ACADEMIC AND INTERCULTURAL ASPECTS

In modern education, preventing and countering stereotypes and discriminatory practices is not a secondary concern but a critical component of quality learning, safety, and equal opportunity. Educational processes increasingly

occur in culturally and socially diverse environments: academic groups comprise students from different cultures, linguistic communities, religions, and socio-economic contexts. Forming an inclusive culture is a shared responsibility across the educational chain: from institutional policies and strategies to daily interactions between instructors, students, and administrative staff. Inclusive culture entails not only preventing discrimination but actively leveraging diversity as a resource for learning, critical thinking, and social integration.

CONCEPTUALLY, KEY TERMS INCLUDE:

- **Stereotypes:** simplified, often generalized ideas about groups of people based on superficial traits that do not reflect intra-group diversity;
- **Discrimination:** behavioral or institutional practices that place certain student groups in unfair educational, assessment, or interactional conditions;
- **Inclusive culture:** a system of norms, values, and practices ensuring respect for diversity, equal access to education, a safe and supportive climate, and active engagement of all participants. Key elements include psychological safety in the classroom, clear interaction rules, feedback systems, and monitoring of discriminatory practices.

Risk management and preventive mechanisms require a comprehensive approach combining institutional policies, teaching practices, and daily interaction culture. Policies must establish clear norms prohibiting discrimination based on race, ethnicity, religion, language, gender, gender identity, social background, disability, or other protected characteristics. They should include reporting and resolution procedures, confidentiality guarantees, protection from retaliation, and mechanisms for supporting affected students and remedying situations.

Practical implementation involves training instructors and administrators to recognize biases, moderate discussions, apply adaptive learning, and manage crises.

ACADEMIC AND INTERCULTURAL ASPECTS:

- **Academic:** equal access to resources, fair assessment and feedback, use of assessment systems with transparent criteria accounting for linguistic and learning diversity, adaptive teaching approaches addressing varied learning styles and contexts, monitoring for biased examples and language in course materials, statistical monitoring of performance and participation with corrective policy measures;
- **Intercultural:** developing intercultural competence among instructors and student groups, teaching ethical interaction norms, moderating discussions considering diverse contexts, using local and global examples reflecting cultural diversity, providing language support and translation resources, and creating a safe space for opinion sharing.

PRACTICAL PREVENTION AND RESPONSE MECHANISMS INCLUDE:

- **System level:** clear anti-discrimination policies, reporting channels, specialized response services, designated responsible personnel and timelines, coordination between departments (faculties, student services, legal office);

- **Course/program level:** integration of modules on intercultural competence, ethics, discussion moderation rules, glossaries for potentially ambiguous terms, adaptive learning for language needs, case studies on discrimination and stigma;
- **Class level:** establishing interaction rules, moderating discussions, active listening techniques, structured discussion formats, conflict neutralization, psychological safety;
- **Student support level:** language and academic support, cultural sensitivity consultations, peer mentoring, interest-based clubs, psychological support;
- **Effectiveness assessment:** mixed qualitative and quantitative methods to measure classroom climate, engagement, and well-being, monitoring support service requests, incident frequency and resolution, policy impact on academic results and social integration.

PRACTICAL IMPLEMENTATIONS EMPHASIZE TRANSPARENCY AND STUDENT INVOLVEMENT, INCLUDING:

- assessment systems with diversity and cultural respect criteria;
- roundtable formats with inclusive moderation and ethical rules;
- feedback tools: climate surveys, anonymous reporting;
- language support: consultations, translation resources, multilingual materials;
- bias education: case integration, practical exercises in conflict resolution;
- context-aware scheduling considering religious and cultural practices, with transparent planning and communication of changes.

Effectiveness evaluation relies on comprehensive indicators: student satisfaction and sense of belonging, frequency of discriminatory incidents, responsiveness and quality of resolutions, participation dynamics, course completion rates across groups, and long-term outcomes such as professional integration and further academic achievements. Institutional culture and governance must ensure not only incident response but also systemic preventive actions fostering an inclusive climate throughout the educational process.

4.3. NATIONAL AND RELIGIOUS DIVERSITY IN THE LEARNING AUDIENCE

In modern educational environments, the increase in national and religious diversity within the learning audience necessitates the development of conceptual guidelines, policies, and practices aimed at ensuring quality education for students from diverse cultural contexts. National and religious identity act not only as characteristics of personal experience but also as factors influencing learning motivation, learning styles, language practices, interaction within the group, and perception of university culture. In this context, it is important to view diversity both as a potential for innovative learning and as a source of risks that require systematic support from educational institutions. Key issues in this

area concern not only ethics and human rights but also the effectiveness of the learning process, the adaptability of educational programs, and the sustainable development of intercultural competence among all participants in the educational process.

Before moving to practical recommendations, it is appropriate to outline the conceptual framework. National identity defines an individual's belonging to a particular community, culture, and language, which may include historical memories, cultural narratives, origin myths, and values that shape collective self-awareness. Religious identity is a construct that defines worldview, values, ethical norms, rituals, and practices regulating personal and social life. In the learning audience, these two dimensions often intersect, creating unique combinations of student experiences and needs.

The interaction of national and religious dimensions can affect various aspects of the learning process: selection of discussion topics, attitudes toward time and class schedules, expectations regarding interaction with authorities and peers, as well as the formation of learning preferences or barriers related to diet, clothing, celebrations, and observance of religious practices.

From a historical and socio-cultural perspective, national and religious diversity can serve as drivers of innovation in the learning process. Diverse feedback from different cultures increases opportunities for intercultural exchange, broadens the range of examples reflecting different approaches to problem-solving, and fosters the development of critical thinking and adaptive collaboration skills.

Universities and educational institutions that actively integrate national and religious contexts into teaching materials demonstrate greater sensitivity to the needs of their student audience, enhancing their competitiveness and academic influence in the global educational space. At the same time, such diversity may generate value conflicts or misunderstandings if discussion moderation, support, and assessment processes are not properly managed.

Managing national and religious diversity in an educational environment requires an interdisciplinary and systematic approach that combines institutional policies, teaching practices, and psychological support. From a policy perspective, it is important to establish clear frameworks for protecting students' rights and ensuring equal access to education regardless of ethnic background or religious beliefs. This includes implementing nondiscriminatory practice analytics, transparent procedures for reporting and addressing incidents, confidentiality protection, and safeguards against retaliation for individuals who experience discrimination or stigmatization. Transforming university culture toward greater inclusion requires not only formal compliance with regulations but also the development of internal motivation and responsibility among students, faculty, and administrative staff.

At the practical level, key directions include: integrating intercultural competence into curricula and teaching methods; adapting materials to cultural and linguistic contexts; considering holidays and religious practices when developing academic calendars and class schedules; using glossaries and multilingual materials to ensure accessibility of knowledge; moderating discussions in

accordance with ethics and respect for diverse religious and cultural viewpoints; and providing language and cultural support for students from different backgrounds.

Assessment practices that consider diverse learning styles and needs are also important: applying adaptive assessment systems, offering alternative forms of task completion, providing clear explanations of assessment criteria, and ensuring transparent access to evaluation systems in advance.

Systemic support includes creating interdisciplinary inclusion teams, conducting regular training for faculty and administration, monitoring the student climate through surveys and focus groups, and evaluating the impact of initiatives on academic outcomes and social integration.

Particular attention should be paid to the ethical aspects of research and practice: respecting minority rights, maintaining data confidentiality, obtaining informed consent, and preventing any form of marginalization or stigmatization. The role of student associations, community organizations, and intercultural clubs in supporting intercultural interaction is an important component of the inclusion ecosystem.

Managing national and religious diversity should not be reduced merely to conflict avoidance; it must be a systematic process that promotes the development of global competence among students, improves education quality, and creates a safe, open, and respectful academic environment.

Such efforts require long-term strategic support from university leadership, responsible departments, and partner structures capable of ensuring the adaptability of the educational process to the changing realities of global education.

CONCLUSIONS

The methodological recommendations summarize a set of approaches, tools, and organizational solutions necessary to create a modern, comfortable, and barrier-free educational environment for international students. The document demonstrates that effective inclusion is not a separate element of the educational process but a holistic system of actions encompassing pedagogical methods, communication, digital infrastructure, cultural integration, and academic support.

The recommendations emphasize the need to adapt educational content, use simple language constructions, bilingual materials, clear instructions, and glossaries, which is particularly important for students with varying levels of proficiency in Ukrainian and English. Significant attention is paid to the organization of lectures, practical and laboratory classes, algorithmic instructions, electronic support for learning, and the development of independent study skills.

Digital accessibility is highlighted as a key aspect: standardized file formats, structured courses, unified platforms (Moodle, Google Classroom, Teams), as well as tools for collaborative work and multimedia presentation of information. Ensuring participants' legal literacy in copyright and academic integrity is also important.

Intercultural sensitivity and psychological support are identified as key factors for successful adaptation of international students. Faculty are recommended to use a friendly communication style, employ multiple channels for presenting material, maintain consistent interaction rules, and regularly monitor the academic and emotional state of students.

Overall, the recommendations provide a comprehensive toolkit for creating an open, accessible, and effective learning environment that promotes the successful academic, social, and cultural integration of international students. Implementation of these approaches improves the quality of education, strengthens the institution's international reputation, and ensures equal opportunities for all participants in the educational process.

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FOR NOTES

У методичних рекомендаціях представлено комплексний підхід до створення інклюзивного, безбар'єрного та доступного освітнього середовища для іноземних здобувачів вищої освіти. Розкриваються основні принципи організації інклюзивного навчання, висвітлює нормативно-правові засади, алгоритми взаємодії між викладачами та студентами, особливості мовної, культурної й академічної адаптації. Значну увагу приділено цифровій доступності, використанню сучасних платформ дистанційного навчання, адаптації навчальних матеріалів, побудові комунікації в мультимовному середовищі та забезпеченню академічної доброчесності. У роботі подано рекомендації щодо організації лекційних, практичних і лабораторних занять, створення адаптованих завдань, використання візуальних, мовних та технологічних засобів підтримки. Окремі розділи присвячені психологічній та соціокультурній інтеграції іноземних студентів, особливостям академічного супроводу, а також побудові ефективної служби підтримки в університеті. Представлений матеріал може бути використаний викладачами, кураторами, адміністративними працівниками, співробітниками служб супроводу та учасниками освітнього процесу. Документ спрямований на формування системного підходу до забезпечення рівного доступу до освіти, підвищення ефективності навчального процесу, розвитку міжкультурної компетентності та створення умов для успішної адаптації іноземних здобувачів вищої освіти в українських університетах.

Навчальне видання

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АДАПТАЦІЯ НАВЧАЛЬНОГО ПРОЦЕСУ ДЛЯ ІНОЗЕМНИХ ЗДОБУВАЧІВ ОСВІТИ: ІНКЛЮЗИВНІСТЬ, БЕЗБАР'ЄРНІСТЬ

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The methodical guidelines present a comprehensive approach to creating an inclusive, barrier-free, and accessible educational environment for international higher-education students. The main principles of organizing inclusive learning are revealed, as well as the regulatory and legal foundations, algorithms of interaction between teachers and students, and the specifics of linguistic, cultural, and academic adaptation. Significant attention is paid to digital accessibility, the use of modern distance-learning platforms, adaptation of educational materials, building communication in a multilingual environment, and ensuring academic integrity.

The document provides recommendations on organizing lectures, practical and laboratory classes, creating adapted assignments, and using visual, linguistic, and technological means of support. Separate sections are devoted to psychological and sociocultural integration of international students, the specifics of academic support, as well as building an effective support service within the university. The presented material may be used by teachers, curators, administrative staff, support-service employees, and participants in the educational process.

The document is aimed at forming a systemic approach to ensuring equal access to education, increasing the effectiveness of the educational process, developing intercultural competence, and creating conditions for successful adaptation of international higher-education students in Ukrainian universities.

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