

Комунікаційна мовна культура

LEARNING UKRAINIAN TRADITIONS IN ENGLISH LESSONS

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The issue of national identification of Ukrainians has arisen constantly throughout the history of Ukraine. Unfortunately, both national traditions and the Ukrainian language have been subjected to oppression and persecution. Since the Ukrainian lands became part of the Russian Empire, and then the USSR, more than 130 orders and decrees have been issued banning the Ukrainian language, Ukrainian literature and Ukrainian culture, including folk customs and traditions. This was done not only to oppress the Ukrainian people, but to emphasize their inferiority, and this was done by anyone who wanted to do so, for example, as M.I. Kostomarov wrote about the reasons for the ban on the “Teaching Gospel”: “The assessment of this work was entrusted to two Moscow scribes: the Epiphany abbot Ilya and the cathedral clerk Ivan Shevel. Not knowing the language in which the work of the South Russian writer was written, they found heretical meaning where grammatical features and the meaning of words that were incomprehensible to them occurred” [1, p. 386]. They did not understand, but they criticized and, based on this conclusion, banned it.

The war that Russia started in 2014 and the full-scale invasion in 2022 provided a new impetus for raising the dignity of Ukrainians, their identity and national identity. By the components of national identity we mean, first of all, a common history, language and literature, customs and traditions, culture (folk songs and dances), symbols (such as the coat of arms, flag, anthem and knowledge of the history of their creation and meaning), famous, heroic figures of the Ukrainian people, the history of the country's cities. [2, p.68].

A feature of learning any foreign language is, first of all, knowledge of vocabulary. By vocabulary we mean the set of words that a person owns, that is, his vocabulary (active and passive). This is the volume of vocabulary that a person knows, understands and uses in speech: often the term is used to denote a set of words that are studied to master a foreign language, or as a general stock of words in a certain field of knowledge [3, p.1].

“Methods that combine communicative and cognitive (academic) goals are becoming increasingly widespread. Their main principles are: movement from the whole to the individual, learner-centered lessons, purposefulness and content of classes, their focus on achieving social interaction with the teacher's belief in the success of his students, integration of language and its acquisition with the help of knowledge from other fields of science,” wrote Kamalja Mahesh Deelip [4, p. 2].

And Gaponenko L.P. and Penteleeva V.O. believe that “Modern methods also include the method of suggested discovery (Guided discovery) and Content-based learning. The key postulate of the suggested discovery method is that students better learn the material when they discover something new for themselves (language elements) independently, and not when the material is taught by a teacher. And the key principle of Content-based learning is the motivation of students to learn through the use of materials whose content (topic) meets the interests of students and helps them learn something new” [5, p.4].

As English teachers at Cherkasy State Business College (CSBC), we pay significant attention not only to teaching English as the language of another country, but also to teaching Ukrainian students, instilling in them a sense of patriotism and dignity for their country and people.

Let's look at what we do at CSBC to achieve this goal.

The college has a long tradition: every year we conduct a practical conference in the English language for 1st and 2nd year students. Usually the theme of the conference is “What I know about this thing is...”. 2026 will be the XV conference. The conference has several sections, which are divided depending on what students choose. We also have a “Culture” section, where participants in various formats talk about the cultural aspects of life in Ukraine, its traditions, such as fashion, cuisine. In 2012, when Ukraine hosted the European Football Championship, the theme of the conference was “What I know about Ukraine is...”. All participants and guests of the conference came wearing embroidered shirts, including representatives of the Peace Corps (USA citizens): it looked gorgeous and the feeling of the attendees was unsurpassed. The students' presentations were very interesting, informative, and memorable.

Every year, students choose a topic related to traditional national fashion, Ukrainian cuisine, or their history. And what's interesting is that it's not just students from the Design department who do this.

On March 10, the Lingua Hub language center held an English-language cultural and educational event “A Tribute to Taras Shevchenko,” dedicated to honoring the memory of the outstanding Ukrainian poet, prose writer, artist, thinker, and public figure Taras Shevchenko [6, p.1].

The students talked about the life and work of the outstanding son of Ukraine, Taras Shevchenko, his poetry and painting, his philosophical thoughts, and the historical background of his life. The poet's poems in English were also performed. The students really enjoyed the event.

Students are interested in lessons about holidays both in Ukraine and in other countries. Of particular interest are holidays that do not exist in our country. Questions immediately arise: Why don't they exist? What is their history? Do we have something similar? Why is there?/ Why not? Do we need such a holiday? Yes/No and Why? Such lessons not only improve students' English, but also force students to explore not only the customs and traditions of their country, but also to think about their roots, origin, analyze the historical background and regions of origin, and develop respect for their origins, pride in their people.

One of the authors knows from personal experience how enthusiastically students perform the Christmas Project, where students have to present information about Christmas in a free format, it can be the history of the holiday, its religious or family factors, Christmas traditions and customs, including traditional dishes, home decoration, Christmas carols and other national and cultural aspects. The conclusion that students enjoy this type of task can be understood by their request for similar assignments.

While studying the topic Food, students prepare presentations about Ukrainian cuisine, dishes from different regions of Ukraine and their history. Sometimes such an activity turns into a competition: Whose region prepares more delicious dishes. Moreover, the students themselves ask to prepare presentations specifically about Ukrainian cuisine. They often reminisce about how their grandmothers prepared a particular dish. You can truly feel their pride in our delicious Ukrainian cuisine.

Often in English classes we use authentic materials in the form of short videos, reels and podcasts related to historical and cultural aspects, which not only improve listening skills and comprehension of native speakers, but also develop their national identity.

This is just a part of what the teachers of our college contribute to learn the traditions of our land in English classes through the formation of national identity, pride in our land, and history, its culture, its place in the world history. We, Ukrainians, have something to be proud of and something to develop. This is what English teachers do in their classes. The forms and methods can be different, but the goal is the same: develop speaking skills in English, and at the same time do not forget your own roots, your significance as a Ukrainian.

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LINGUISTIC IMMERSION THROUGH THE ‘BIG THREE’: UKRAINIAN GAMING FRANCHISES AS CATALYSTS FOR COIL AND CULTURAL RESISTANCE

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In the framework of Collaborative Online International Learning (COIL), digital games serve as more than entertainment; they function as simulated environments for profound language immersion and intercultural dialogue [1]. This paper examines three legendary Ukrainian gaming franchises – *Cossacks*, *S.T.A.L.K.E.R.*, and *Metro* – as pivotal tools for sharing the Ukrainian Resistance narrative with a global audience. By analyzing these works through the lens of Resistance Games, this study explores how authentic cultural artifacts facilitate foreign language acquisition and provide international students with a nuanced understanding of the Ukrainian spirit.

Historical Agency and Strategy: *Cossacks*

The study first addresses *Cossacks*, a real-time strategy franchise that acted as Ukraine’s initial foray into the global digital market. Within a COIL project, *Cossacks* provides a unique linguistic environment where students engage with 17th-century European history. It serves as a pedagogical model for Resurrection through Gameplay, allowing international participants to move beyond textbook definitions of Ukrainian history and experience a rule-based simulation of national sovereignty and military grit.

The Atmosphere of Alienation and Resilience: *S.T.A.L.K.E.R.* & *Metro*

The analysis then shifts to the post-apocalyptic landscapes of *S.T.A.L.K.E.R.* and the *Metro* series. These franchises are presented as Atmospheric Resistance games. Set in the Chornobyl Exclusion Zone and subterranean survivalist colonies, these titles immerse the player in a specifically Eastern European aesthetic of resilience. For COIL participants, these games provide a high-stakes linguistic context where survival terminology and moral decision-making converge.