

THE TECHNICAL LANGUAGE RESILIENCE DEVELOPMENT AND ENGLISH LANGUAGE BARRIERS OVERCOMING

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INTRODUCTION

Currently, an important public issue may be focused on studying process practical experience description concerning the problem issue of language stability- resilience and overcoming linguistic barriers dealing with international network interaction within network society. Previously the general theoretic background concerning the problem under consideration was investigated by such scientists as R. Voivyovych¹, O. Horoshkina², T. Hrytsenko³, O. Hryshchenko, K. Yakushko, O. Honcharova⁴, H. Matsiuk⁵, N. Pidbut'ska⁶. For example, R. Voivyovych proposed to take into consideration the importance of the network society as a new form of social organization in the context of globalization itself. In their turn O. Horoshkina and H. Matsiuk paid attention on the problem of Ukrainian language resilience development as well as T. Hrytsenko and N. Pidbut'ska focused attention on the specific features of technical student's speech improvement or next three mentioned authors devoted their investigation on the problem of speech etiquette as a component of professional communicative behavior.

To add previous investigations is to say about technical students' communication special features to be investigated by unknown author⁷

¹ Войтович Радмира. Мережеве суспільство як нова форма соціальної організації в умовах глобалізації *Політичний менеджмент*, 5, 2010. URL: https://ipiend.gov.ua/wp-content/uploads/2018/08/voitovych_merezheve.pdf

² Горошкіна О. Формування в учнів ліцею мовної стійкості. С.70. URL: https://lib.iitta.gov.ua/id/eprint/719554/1/tezy_internet_konf_05_03_2020_gor.pdf

³ Гриценко Т. Розвиток мовної особистості у технічних ВНЗ. *Гуманітарна освіта у технічних вищих навчальних закладах*. 2009. Вип. 17. С. 162–172.

⁴ Грищенко О., Якушко К., Гончарова О. Мовний етикет як складова професійної комунікативної поведінки. *Вісник науки і освіти*, № 1(43). 2026. С. 502–517.

⁵ Мацюк Г. Поняття «Мовна стійкість»: розвиток змісту і зміна мовної форми під впливом нових джерел аналізу. *Актуальні проблеми філології та перекладознавства*. 2025, вип. 3. URL: <https://apfp.khmnu.edu.ua/index.php/apfp/article/view/288/28>

⁶ Підбущька Н.В. Індивідуально-характерологічні особливості студентів технічних та гуманітарних спеціальностей. *Теоретичні і прикладні проблеми психології*. 2013. № 3 (32). 2013. С. 191–196.

⁷ Подолання лінгвістичних бар'єрів. URL: <https://centraljust.gov.ua/news/info/efektivne-spilkuvannya-abo-yak->

within the problem of linguistic barriers as well as by N.Sayenko⁸ and two authors group (including A. Stadnii and I.Zozulia)⁹ too.

Our aim is to specify definition of the basic concepts being relevant to the theme of English language resilience (further to be mentioned as ELR) and language barriers overcoming (further to be mentioned as LBO) basing upon the observation of studying process within such Ukrainian University as National University of Life and Environmental Sciences of Ukraine and several our own (K.Yakushko's) investigations.

As for us it is in need to clarify the concepts of the above mentioned expression and represent their projection on the educational process exemplifying English classes at the concrete really existing Ukrainian university.

The research methodology is based on theoretical (comparison, analysis, synthesis, generalization of the provisions of scientific literature), empirical (observation, conversation).

In general we'd continue our current observation connecting ELR and LBO development as similar concepts to be based on some previously distinguished factors to improve students' technical communications during English classes within Ukrainian university combining them with the projection on basic cultural safety items. Thus further we'd say about identification approach, communicator's approach and factorial approach in order to develop technical language resilience and to overcome some English language barriers.

1. Identification approach in technical language resilience development and English language barriers overcoming

In order to start identification criterion approach communicative development analyzing is to say that it deals with self-identification within the community, use of etiquette and rules of the collective interaction and flexibility."

At first we'd pay attention on the concept of linguistic resilience basing on the definition and understanding this stability as related to the development of language functions by native speakers in a foreign language

⁸ Саєнко Н.В. Формування професійної гідності майбутнього інженера. *Наукові записки Вінницького державного педагогічного університету імені Михайла Коцюбинського. Серія «Педагогіка і психологія»*. 2013. Випуск 40. С. 272–276.

⁹ Стадній А., Зозуля І. Способи подолання комунікативних бар'єрів студентів технічних спеціальностей. № 7 (2025): *Науковий вісник Вінницької академії безперервної освіти. Серія «Педагогіка. Психологія»*. URL <https://journals.academ.vinnica.ua/index.php/ped-psyh/article/view/247>

environment¹⁰, adherence to uniform norms of scientific style, connections with the culture and science of the mainland country, preservation of national consciousness and solidarity, national culture and cooperation with the peoples of the country of residence. This linguistic resilience is to recognize the thoughts about growth of the authority of language, awareness of the need to communicate and learn about the world through the means of the native language, the desire to get rid of the monopoly of the surzhyk, concern for a high culture of communication, etc.

We are convinced that linguistic stability as a bright indicator of the formation of a linguistic personality, is also considered a component of subject competence.

As for us, the definition of technical students' communicative network is worth to be noted as organizational structure that characterizes the interaction of a set of objects united by certain forms of connections based on the interaction of people. The basis of interaction is the realization of common interests regardless of the geopolitical factor; this ensures the corresponding socio-political and cultural-historical changes in the modern world. Besides, it's worth to mention the criteria for association in a network involving such forms as motive forms of interaction ways of functioning in a network, means of coexistence in a network and collective body rules.

However, despite this, a network as an organizational structure does not have certain regularities of its functioning: it carries episodic and random nature, and therefore it is fundamentally impossible to determine specific standards that should be followed within a particular network. All this indicates that the network as a form of social organization has significant advantages over traditional hierarchical ties, since they are the most mobile and the most adaptive¹¹.

The pointed flexibility may be applied in general" through dialogue in order to reduce emotional tension, avoiding the very beginning of conflict, deepening relationships to a degree that is deeper and more trusting and close overall. Communicating while starting modern wartime dialogue must improve well-being and a sense of culture security in general, not only in therapeutic contexts but also concerning everyday real life security.

¹⁰ Якушко К.Г. Педагогічні умови формування професійно орієнтованого іншомовного спілкування у студентів технічних спеціальностей аграрних університетів: монограф.; за наук. ред. проф. Л.О. Калмикової. Київ : Компрінт, 2017. 244 р.

¹¹ Yakushko K.H. Cultural Safety: Dialogue, Tolerance, Conflict Prevention. *Сучасні виклики і стратегії забезпечення комплексної безпеки: економічний, соціальний, психологічний, інформаційний, військовий, правовий та освітній виміри* : колективна монограф. ; за ред. проф. З. М. Бурика. Warsaw : East European Association of Scientists, 2025. P. 150–186.

2. Communicators' approach in technical language resilience development and English language barriers overcoming

Among communicative approach components there is such important item as conversation initiating and compromises achieving as well as language symbols coding-decoding.

To start adaptation with difficult technical abbreviations in order to overcome existing foreign language barrier it's worth to memorize our previous observation concerning adaptive stage of recognizing and memorizing difficult technical English terms as common simple words in previous common simple conversation¹².

Firstly let us pay attention on the first adequate subgroup corresponding to the common nouns outlined above includes abbreviations for the letter B: *BONES* and *BUS* with only one interpretation: *BONES* stands for *Block-Oriented Network Simulator* and *BUS* as *Broadcast and Unknown Server* and as following stage let us analyze the second adequate subgroup involving abbreviations with the letter C. noting *CAP*, *CAMPUS*, *CAR*, *CARD*, *CARE*, *CAT*, *CODE* and *COIN*.

As for *CAMPUS* it is characterized as unequivocal interpretation: *Clustered Architecture Massively Parallel Unified – memory System*. The same property is inherent in the abbreviation *CODE* in its single decoding as *Client / Server Open Development Environment* and the abbreviation *COIN* in unambiguous decoding as *COMmand INFORMATION*. It was determined that the abbreviation *CARD* is distinguished by a two-variability interpretation: *Cars Automated Reproduction and Distribution or Computer-Assisted Route Development* as well as abbreviation *CARE* obtaining either meaning of *Computer-Aided Reliability Estimation* or meaning *Computer Aided Reusable Engineering*.

We'd suppose that within this subgroup, there are also cases of internal homonymy of terms in eight or even fourteen varieties of interpretation. or example, an abbreviation *CAR* obtains eight variants of decoding: *CARrier*, *Central Access Routing*, *Channel Address Register*, *Channel Assignment Record*, *Computer-Assisted Retrieval*, *Contents of Address Register*, *Control Unit Accumulator Register*, *Current Address Register*. In parallel it was caught that abbreviation *CAP* stands out for its exceptional homonymy in interpretation because it obtains as many as fourteen interpretations: *Cable Access Point*, *Call Processor*, *CAPacity*, *CAPstan*, *Carrierless Amplitude Phase*, *Central Arbitration Point*, *Channel Access Protocol*, *Component Acceptance*, *Computer-Aided Planning*, *Computer-Aided Production*, *Computer-Aided Programming*, *Computer-Aided Publishing*, *Console*

¹² Yakushko K. H. Philological observation of technical compounds concerning agricultural automation: monograph. Warsaw: East European Association of Scientists, 2026. 170 p.

Action Processor, Controlled Access Protection. In addition to being homonymous with common nouns, the technical abbreviation CAT is also homonymous with abbreviations of commonly used words: *City Air Terminal, Classical Analytic Technique, Computer-Aided Training, Customer Activated Terminals*, and the actual technical interpretation: *Centralized Automatic Testing, Computer-Aided Testing, Computerized Automatic Tester, Cooled Anode Tube.*

At third let us analyze the third adequate subgroup. This third subgroup was created by abbreviations of technical terms consonant with nouns starting with the letter *F*. Representatives of this subgroup are the abbreviations *FACT, FUN* and *FIRST*. This subgroup is characterized by both two-variant internal homonymy and four-variant interpretation. For example, *FIRST* stands for how *FAX Information Retrieval Support Technology, Forum of Occident Response and Security Teams, FUN* as a shortening either from *FUNction* or from *Functional Unit Number*. At the same time, it should be noted that the peculiarity of the *FACT* abbreviation is its consonance not only with a commonly used noun but also its internal homonymy in four variants: *Fingerprint Automatic Classification Technique, Flexible Automatic Circuit Tester, Forecast And Control Technique* and *Fully Automatic Compiling Technique*.

At fourth let us analyze the fourth adequate subgroup. This fourth subgroup contains some abbreviations being consonant with nouns. It starts from the letter *L*. Representatives of this subgroup are the abbreviations *LACE, LIP* and *LIPS*. They have an unambiguous interpretation: *LACE* as *Local Automatic Circuit, LIP* as *Large Internet Packets* and *LIPS* as *Logical Inferences Per Second*.

At fifth let us analyze the fifth adequate subgroup. This fifth subgroup consists of abbreviations consonant with common nouns beginning with the letter *M*. Representatives of this subgroup are the abbreviations *MAP* and *MASK*. This subgroup is characterized by both uni-variate interpretation and high variability of understanding. For example, *MASK* is decoded as *MASKing* or *Multilevel Amplitude Shift Keying* and abbreviation *MAP* is famous for ability to obtain eleven variants of translation: *Matrix Associative Processor, Manageability, Availability, Performance, Manufacturing Automation Protocol, Memory Acceptance Pulse, Memory Access Protection, Memory Allocation and Protection Unit, Message Administration Procedures, Microprocessor Analysis Package, Mobile Application Part, Modular Acoustic Processor* and *MultiAssociative Processor*.

At sixth let us analyze the sixth adequate subgroup. The sixth subgroup includes abbreviations consonant with commonly used nouns starting with the letter *R*. Representatives of this subgroup are abbreviations *RACE* and *RAT* in three or four variants of interpretation. For example abbreviation

RACE obtains three variants of its understanding: *Random Access Computer Equipment*, *Rapid Automatic Checkout Equipment*, *Regional Automatic Circuit Exchange* as well as abbreviation RAT obtains four variants of decoding: *Receiver And Transmitter*, *Register Alias Table*, *Remote Access Terminal* and *Remote Automatic Telemetry Equipment*.

At seventh let us analyze the seventh adequate subgroup. This seventh subgroup includes some abbreviations being consonant with commonly used nouns. It starts from the letter S. Representatives of this subgroup are abbreviations *SALE*, *SALT*, *SEA*, *SOAP* and *SPICE*. The mentioned subgroup is characterized by both one variant interpretation and translation in several variants.

The samples of the first category are the abbreviation *SALE* in a single interpretation as *Simple Algebraic Language for Engineers*, abbreviation *SOAP* in one unique interpretation as *Symbolic Optimal Assembly Program* and abbreviation *SPICE* in one variant decoding as *Simulation Program with Integrated Circuit Emphasis*. In addition to the above, in this subgroup there are cases of two-variant or three-variant homonymy.

Relevant item of the first sample may be noticed for abbreviation *SEA* regarding to the meaning *Standard Electronic Assembly and Systems Enhancement Associates* and the second sample may be observed for abbreviation *SALT* regarding the following three meanings: *Script Application Language for Telix*, *Subscriber Automatic Line Test* and *Symbolic Algebraic Language Translator*.

The last eighth subgroup involves abbreviations with a single expression of belonging to a certain letter. Representatives of this subgroup are the abbreviations *EAR*, *HAM*, *GIRL* and *TAPE*. They are primarily characterized by uni-variate homonymy. According to this rule, the abbreviation *TAPE* is interpreted as *Tape Automatic Preparation Equipment*, *EAR* as *Electronic Audio Recognition*, *GIRL* – as *Generalized Information Retrieval Language*. However, in this subgroup, *HAM* has three variations of homonymy: *Hardware Associative Memory*, *Hierarchical Access Module* and *Host Attachment Module*.

The selection of abbreviations that are identical in spelling to commonly used verbs includes such verbs as *to bite*, *to compare*, *did*, *to do*, *to earn*, *to eat*, *to fix*, *to move*, *made* to be analyzed according to alphabet principle. The existence of abbreviations not only identical to the indefinite form of the verb but also the simple past tense is indicative.

As for us, it's worth to know that the first subgroup of homonymous abbreviations are abbreviations of different letter expressions obtaining manifestations in a single representation.

We analyzed that abbreviation property of *BITE* includes an ambiguity of its interpretation in the *Base Installation Test Equipment* variant (testing

equipment of the main installation). Besides, we discovered that abbreviation property of *COMPARE* is homonymy with a commonly used verb and a single variant of decoding and translation in the form *Console for Optical Measurement* and *Precise Analysis of Radiation from Electronics*.

And now it's a turn to examine the second subgroup of homonymous abbreviations as abbreviations for the letter *D* and *E*. The peculiarity of the abbreviation *DID* is its consonance not only with a widespread verb but also internal homonyms in six variants being deciphered as *Data Input Display*, *Destination IDentificator number*, *Digital Information detection*, *Digital Information Display*, *Direct-In-Dialing* and *Direct Inward Dial*. Besides, special feature of the abbreviation *DO* to be noticed by us is its consonance not only with a widespread verb but also internal homonyms in nine variants being interpreted as *Data Organization* *Data Origination*, *Data Output*, *Deviating Oscillator*, *Digital Output*, *Dipole Orientation*, *Disjunction Operation*, *Drop Out* and *Delivery Order*.

And now it's a time case to examine the third subgroup of homonymous abbreviations as abbreviations for the letter *E*. Regarding the *EARN* abbreviation, one variant interpretation is also noticed in the form of *European Academic and Research Network*. The relevant abbreviation *EAT* is also characterized by one variant of interpretation in the form of *Environment Acceptance* (checking the appropriateness of environmental conditions).

As for the fourth subgroup of homonymous abbreviations it's worth to say abbreviations abbreviations for the letter *F*. The defining feature of the acronym *FIX* (*Fully Integrated Control System*) is also one version of the translation. In its turn the fifth subgroup of homonyms abbreviations are abbreviations for the letter *M*. Special feature of the abbreviation *MADE* may concern its consonance not only with a common verb but also its internal two variants bivariate homonymy: *Memory ADress Enable* and *Multichannel Analog-to-Digital data Encoder*.

Thus, abbreviations of the technical compounds being relative to the sphere of agricultural automation are characterized by tending to be perceived in writing as common language nouns or verbs to be divided into five subgroups according to alphabetic order.

Therefore, there is a certain group of technical abbreviations to be completely homonyms in written version of the common nouns (*bones, bus, cap, campus, car, card, cat, care, code, coin, ear, fact, ham, girl, race, lip, lips, rat, mask, map, fun, sale, salt, sea, tape, soap, spice*) as well as verbs (*bite, compare, did, do, earn, eat, fix, move, made*) being divided into eight groups according to alphabet order.

The predicted conversation initiating (being previously observed by us may bell help demands cliches of requesting, gentle disagreement, friendly

disposition and close direct contacts. To develop requesting skills is to be polite and to avoid direct conflict approaching situation. In order to do it it's worth to show respect to partner's thought while displaying this intention within such phrases as *"Your thought way is good in general but pay attention on..."*, *"Do you mind my smoking, leaving..."*, *"May I come in, sit near you ...?"*, *"Sorry for my interrupting, disturbing, being late ..."*.

In order to develop gentle disagreement skills in order to avoid direct conflict approaching situation it's worth to study and to apply some phrases like *"I'm afraid I can't support the thought about but we'll do the best to help you"*, *"I'm afraid that you're mistaken but your problem will be solved"*, *"Please, try to improve..."*, *"Be more attentive in... within every student's conversation"*. Besides, in parallel it's worth to develop skills of coming to terms with own imperfection as well as to be grateful to another person of recognizing your mistakes in order to become better while using such phrases as *"Thanks for your comments"*, *"I (we)'ll do the best to improve..."*, *"I (we)'ll pay attention on..."*, *"I (we)'ll be more attentive in future"*, *"I promise I (we)'ll improve this work"*.

In order to develop friendly disposition, it's worth to study and to apply some congratulation phrases like *"Congratulations and wishes"*, *"It's your colleague from Ukraine! Congratulations! Be healthy, wealthy and strong!"* as well as *"What's a pleasure to deal with you!"*, *"Your are unique, you are our treasure"* or *"The best wishes of joy, happiness, business success and flourishing"* and *"Sincerely yours"*. But in its parallel it's worth to admit that these above named phrases must be dozed, but not overdone. In order to do contacts with partners more closely it's worth to organize face-to face meetings and increase frequency of contacts conversation while studying and applying invitation phrases like *"We'd like to invite you to"*, *"Please often join..."*, *"Let together attend"*, *"Let together visit"*, *"We hope to continue our cooperation"* etc¹³.

3. Factorial approach in technical language resilience development and English language barriers overcoming

Among factorial approach components there is such important item as preparing a potential interlocutor to perceive information, get used to the partner and provide feedback. We think that the main point to provide conversational preparation and expecting adequate feedback depends on accent on empathetic dialogue.

As we previously mentioned we are convinced that among all other forms of dialogue for the formation of a culture of security and overcoming

¹³ English for land managers. Bachelor's course. (Англійська мова для землевпорядників ОС «Бакалавр»):навч.-метод. посібник (видання 2) / укл. К. Г. Якушко. Київ : Експодрук, 2025. 162 с.

a conflict situation, the relevant requirements are: namely empathic dialogue as a form of communication based on a deep understanding of the emotional state and experiences of another person, with the aim of establishing trusting relationships, improving mutual understanding, and promoting constructive interaction.

In addition, we agree with the psychologist's reasoning that the above process involves active listening, reflection on the feelings and emotions of the interlocutor, as well as providing feedback that expresses respect and support.

At the same time we are convinced that that it is empathetic dialogue that goes beyond the formal exchange of information and focuses on creating an emotional connection between communication participants.

It may be achieved by some relevant methods exemplifying active listening, acknowledging the other person's feelings as well as avoiding evaluation, expressing one's own feelings or supporting open communication.

As for as the mentioned active listening deals with the activity when the dialogue participant not only listens to what the interlocutor says but also tries to understand hidden emotions, feelings, and experiences through nonverbal signals, tone of voice, pauses and other contexts that can reveal the true emotional state.

As for as the mentioned acknowledging the other person's feelings, as it is important not only to understand the other person's feelings but also to openly acknowledge them, which contributes to emotional support through phrases such as "I understand how you feel..."

As for as avoiding evaluation deals with not trying to evaluate, judge, analyze, or criticize feelings or actions of the interlocutor, to understand the reason for what was said or done.

As for us expressing one's own feelings: emotions and thoughts but in a way that does not dominate the feelings of the other person in order to help create a sense of reciprocity and promote the establishment of trust.

In our view supporting open communication, confidence that thoughts and feelings will be heard and not rejected or devalued in order to promote openness and deeper disclosure of emotional problems or experiences, improve the quality of interaction, and strengthen social connections.

For our part it is important to warn the students- members of the foreign language club that the empathetic dialogue is not always easy to apply in practice because it requires a willingness to listen and understand another person, even if their feelings do not always coincide with our expectations or beliefs. This is the reason why participants in such a dialogue often unconsciously try to shift the conversation to themselves or begin to evaluate the interlocutor, which interferes with true empathy.

In order illustrate adequate practical experience of teaching at the National

University of Life and Environmental Sciences of Ukraine as an institution of higher agrotechnical education shows, learning English in a professional direction is a complex process that requires a certain encouragement and activation of the cognitive resources of students of non-linguistic specialties in general and agrotechnical specialization in particular through a temporary additional change in linguistic interests and the acquisition of future land managers, agronomists, electrical engineers, mechanics and representatives of other agrotechnical fields of flexible skills in journalistic work, work as a psychologist, philologist, detective-lawyer, artist-drawer, actor, crossword puzzle maker, writer or musician-musician. We believe it is appropriate for every foreign language teacher to develop certain cards with creative tasks unrelated to the specific topic of the lesson, which can be used either as a means of adaptive warm-up – entering a foreign language environment or at the end of the lesson, when the planned amount of work has already been completed, or to apply the outlined creative tasks in substitutions with students of higher education who are not previously familiar to the English teacher.

Our goal is to provide examples of relevant creative tasks that meet the practical interests of students. For example at the beginning of the second semester, we appeal to students' fresh memories of winter holiday celebrations and the traditions of sowers, by formulating such a creative task as *"Specify the translation of the words see-saw-seen, I see, why, to saw, you, we, to pour and place the cards with the words, see, see, you, you, you, we, we why, pour in a logical order, taking one extra from the specified row. What property of the English language and the appeal to a certain ritual did you notice?"*.

For the desire to receive a sweet gift from the teacher at the beginning of the semester, the content of the creative task corresponds to the following: *"Write down the expressions "Once upon a time.... , There was..., a basin, a princess, a castle , in the neighborhood, liked walking ,toward, around, dropped key into, How to find? (1To find-found-found), (2 to found-founded-founded)" , ... compile a suitable oral story – a riddle and its written translation without auxiliary technical means in a notebook, draw a suitable scheme of the guess and consider an example of inscriptions on a candy in accordance with the theme of the riddle."* Also at the very beginning of the second semester, it is possible to offer such tasks as *"Tell us about your pet, present a picture of it and describe its influence on your character, habits and whether you paid more attention to it during the holidays; also write your thoughts on the prospects of involving animals in technical student's recovery activities"* or *"Find and orally reproduce the most relevant*

expressions of greetings and wishes for the winter holidays, happy birthday and holidays in general in English” or *“Write down and orally tell in English what you did on vacation and what was special, what interesting habits or traditions for celebrating holidays or visiting memorable places in your hometown, using a certain secret irregular verb and an illustration-proof, additionally considering whether the riddle is relevant “Why was six afraid of seven?” to the topic “Irregular verbs”*”.

At the beginning or end of the next practical classroom or extracurricular lesson, you can offer such additional tasks of an adaptive nature as *“Read and translate the lyrics of Frank Duval’s song “Touch my soul”, write down the grammatical phenomena you are familiar with from the grammar notes (note the inconsistency of the translation of the conditional sentence, the incorrect pronunciation of the word the first) and interesting words or cases of pronounced song; please note whether among the phenomena you have written down related to pronouns, regular and irregular verbs, false friends of the translator there are such words as fear, silence, to release, to realize, soil, soul, feeling, filling, healing, the same, some, way1, way 2, I did it my way, teach-tought-tought, touch-touched-touched, again and make English sentences with them without the help of auxiliary technical means”*, etc.

Additionally, you can ask students to find and publish five psychological techniques in English to remove a person from a stressful state, in addition to listening to calm melodic music.

Focusing on students’ interest in listening to and watching song clips, in our opinion, the task would be appropriate as *Read and translate the lyrics of the song “Hold me for a while”, write down previously unfamiliar grammatical phenomena and interesting new words from this song from the grammar notes, and note whether there are any related to pronouns, regular and irregular verbs, false friends of the translator, such words as ice, eyes, tears 1, tears2, know-knew-known, take -took, taken, hold-held-held, kiss, keys, miss, leave, left, live, lived, forever, soon, each other, alone, touch and compose English sentences with them without the help of technical aids”*.

Continuing work with the specified song, the task may also be some relevant tasks concerning recognizing the stable structures with the verb *to take* and determination the relevance of singer’s mood to engineering activity, the stage of the relationship with another person and her further positive or negative intentions. Besides we’d propose students to make a conclusion in English about the importance of hugs for engineer’s mental state recovery or *“Watch a clip from the film “Mama Mia” “Don’t wasting your emotions”*, indicate how many characters, what gender and age you saw, describe their actions in Past Continuous and conclude whether you would personally like to join them right now and what could prevent you

from doing so in practice” or “Conclude whether the mood of the song matches *”Don’t wasting your emotions”* the very nature around corresponds to the youth’s interests of carelessness and celebration before marriage, compare your psycho-emotional state after listening.

Another type of creative tasks related to listening to melodies with text was preliminary linguistic analysis and own sentences using a number of words like and own sentences.: *life, Live 1, live 1, alive, leave, leaves 2, I’m gonna, I wanna, like 2 , break, broken, brake, ground 2, land 2, soil, earth, the Earth, to lend, Don’t bend, don’t break, baby, don’t back down, I did it my wa* grammar of the song “It’s my life”, listening to the song and own sentences: *life, Live I, live ai, alive, leave, leaves 2, I’m gonna, I wanna, like 2 , break, broken, brake, ground 2, land 2, soil, earth, the Earth, to lend, Don’t bend, don’t break, baby, don’t back down, I did it my way,* grammar of the song “It’s my life”, watching the clip without sound and writing a story about the actions seen in the clip without sound, marking seconds related to land pollution, making your own suggestions for correcting the situation, listening to the song

“over = o’er, wind-windy, bring-brought-brought, to bring back, dream-dreamt, last, to last,blow-blew-blown, to lie- laid- lain,dead, alive, see-saw-seen, sea y nichii “My Bonnie” and a number of expressions from the song “Final Countdown” (*head, to head, had,to leave, still we stand tall, still it’s farewell, final countdown, they welcome us all, so many light years to go and things to be found-I’m sure that we all miss her*) expressions from the following list: *hold- held- held, take-took- taken, Know-knew-known, hold me for a while,to want, will not = won’t, tears, i tear-tore-torn, kiss,keys,before the morning takes you away, forever, touch, sparkle, we have left to..., Can you imagine?, soon).*

It’s worth to admit that the songs text for linguistic analysis concerning majority of cases must deal with the main topic projection of the main lesson, noting for example that the song “It’s my life” deals with watching a clip without sound and writing a story about the actions seen in the clip without sound, noting the seconds related to land pollution, and their own suggestions for correcting the situation. “Final countdown” deals with the action to start aircrafts for geodetic observation while studying math, soils, cadaster, geodesy. Moreover, the official video clip of this song in some moments represents aerial shooting and different landscape types for professional surveying. In its turn the song “My Bonny” deals with sailors’ activity and with the theme “Cartography” itself and the song “Hold me for a while” deals with the land property and land law vocabulary being accompanied with the following task: “*Confirm or deny the truth of the statement “To whoever owns the land, shall belong to earth to its center and up to the heavens”, prove your thought”, “clarify your conclusion by*

learning about the existence of the concept of "freehold" in Great Britain. Illustrate the conclusion with a picture"¹³.

Relevant to creative tasks in English classes for professional purposes is the recommendation *"Watch a video on describing a picture, note down the main points, find and describe an interesting picture related to your professional field with several characters" and watch the video "50 conversational phrases", write down the 10 most important ones in your opinion from this video"* or the following instruction:

"Make a scene "An interesting case at work in my field of knowledge", using some clarity to clarify the images of the characters in the form of a dialogue, develop and present a crossword puzzle of the 15 most important terms in your field of knowledge", etc.

Creative tasks may be based upon demands on recognizing the translator's false friends in dialogues like *" – Does every last period last much time? – It'll depend upon our interest and activity. Many times I was short of time to do properly. on the last period. And I may be tired at last. – Why did you need to leave native town to live in Kyiv? – I want to become a proper land manager to be able to... It'll last upon my graduation from Land Management Faculty. – Please, come here and become good engineer!" або "– Is «two» mathematical word? I want to know about «two».-I want to know about «two» too. – Let's go to Too and he will explain us. – But it's too early to go to Too. Maybe we'd better to do tattoo-Do you know a rule that ruler may rule during land manager's measurement? – I think it's true. I agree. Is R a ruler? – No, it is not. It's calibrated tube(roulette). Have not you seen it earlier? – Is there any table on your table besides time-table? – No, it is not. But if I'm real surveyor I'll have to have many tables for mapping."* and the possibility of additions at your own discretion. In our opinion, the elements of acting enliven English classes in a professional direction when showing pairs of basic English words and their antonyms with answer cards in order to confirm or refute the versions of what was seen proposed by other students, such as a sign *"artificial-natural", "awful-nice" "all- none", "ancient-modern", "apart-together", "cold-hot" "dark-light", "deep-shallow", "empty-full", "equal- different", "few- many", "first-final", "flat-hilly", "fresh-old style"*), verb *("to allow- to forbid", "to answer- to ask", "to arrive-to depart", "to asleep-to awake", "to attack- to defend", "to break- to fix", "to close-to open", "to end- to begin", "to enjoy- to hate", " to enter- to leave", "to find – to lose", "to finish- to begin", "to form- to destroy")*, adverbial modifier *("far-near", "already- not yet", "always-never", "back- in front of", "certainly -probably", nouns ("arrival-departure", "bottom-top", "day-night", "false-true", "enemy-friend", "failure-success", "floor-ceiling").*

Artistic abilities and the ability to summarize information in short diagrams for future technicians should be developed by asking them to work out various word combinations with the base land from the table of terms (and their own additions) in the form of a sun diagram with rays, with the meanings of the words written out.

here is/There are, neighbour, fence to separate two orchards, one farmer grew ... near fence, another..., cherry-tree with hanging branch, took care of... , rare tulips, dropped ,damaged, blamed, “Land Law” skit. Words draw, wave, triangle, rectangle, dot, acre, game “Geometric shapes”, analysis of the lyrics of the song “Final countdown”, evidence of its relevance to mathematics and the work of a land surveyor: Watch the clip (HYPERLINK “<https://www.youtube.com/watch?v=aiWmWTuA4Vw>”) for its relevance to the engineering profession, compare the development of technologies at the time of the clip’s release with modern ones.

CONCLUSIONS

1. The concepts of technical language resilience development and English language barriers overcoming may be observed as synonymous goals while studying at Ukrainian University.

2. The concepts of technical language resilience development and English language barriers overcoming may be based on such approaches of foreign language development as identification approach ,communication approach and factorial approach.

3. The accents on the foreign speech development within some components of identification, communication and factorial factor must be involved in equal loading.

4. The concepts of technical language resilience development and English language barriers overcoming in general deal with such items as self-identification within the community, use of etiquette and rules of the collective interaction, flexibility, conversation initiating and compromises achieving as well as language symbols coding-decoding ,preparing a potential interlocutor to perceive information get used to the partner or provide communicative feedback.

5. The concepts of technical language resilience development and English language barriers overcoming are also dealing with increasing cultural and linguistic competence, ensuring clarity and structuring of information,maintaining mutual respect and openness during communication.

6. The concepts of technical language resilience development and English language barriers overcoming deal with motivational factor (creating in future specialists a stable internal motivation and need to use a foreign language to solve professional tasks) and content factor (ensuring

interdisciplinary connections and integration of foreign language material with professional disciplines).

7. The concepts of technical language resilience development and English language barriers overcoming deal with procedural factor (application of modern active, communicative-activity and interactive teaching methods (project technologies, business games, situational tasks) and organizational and methodological factors (filling the educational process with professionally oriented foreign language material, lexical bases, specialized texts and tasks that correspond to real working conditions in the agricultural or engineering sector).

SUMMARY

The technical language resilience development and English language barriers overcoming is an everlasting problem to be observed \ and solved on practice while selecting commucator's, identification and factorial approach in order to recognize and to improve adaptive period of technical direction students while joining technical language studying and discussing in order to overcome foreign language barriers while involving specialty cases, common real life previous communicative tasks and dialogue phrases cliches. The perspectives of investigation are in need to continue linguistic studies while Ukrainian University English classes in general and within the National University of Life and Environmental Sciences of Ukraine separately.

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