

Список використаних джерел

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ENGLISH LANGUAGE EDUCATION IN STRENGTHENING UKRAINIAN INFORMATION SOVEREIGNTY

The concept of information sovereignty has become increasingly significant for states facing external information pressure, disinformation campaigns, and attempts to distort historical, legal, and cultural narratives. For Ukraine, this challenge is not abstract. Since 2014, and especially after the full-scale invasion in 2022, information warfare has become an integral part of the broader aggression against Ukrainian statehood and identity.

In this context, education – and language education in particular – plays a crucial role. While discussions on information security often focus on technology, legislation, and media regulation, the human factor remains decisive. The ability of citizens to independently access, analyse, and critically evaluate information from multiple sources is a foundation of information sovereignty. English language education significantly enhances this ability by opening direct access to global knowledge systems beyond linguistically restricted or ideologically controlled spaces.

This article examines how English language education contributes to strengthening Ukrainian information sovereignty, supports the formation of critical thinking, and reinforces Ukraine's integration into the global information and value-based community.

Information sovereignty can be broadly defined as a state's capacity to control its information space, protect it from manipulation, and ensure citizens' access to reliable and pluralistic information. However, sovereignty in the information sphere is not achieved solely through institutional mechanisms. It also depends on individual competencies, including linguistic skills [1].

Language functions as both a medium of communication and a filter of reality. Monolingual information consumption narrows perspectives and increases vulnerability to manipulation, especially when dominant narratives are produced

within a limited linguistic and ideological environment. Conversely, multilingual competence – particularly in a global lingua franca such as English – allows individuals to compare narratives, verify facts, and engage with international academic, journalistic, and institutional sources.

For Ukraine, English serves as a bridge to global discourse, enabling direct communication with international partners and bypassing historically imposed information посредники (intermediaries). In this sense, English language education becomes an instrument of epistemic independence.

Disinformation thrives in closed or linguistically isolated information spaces. A lack of access to primary international sources often forces audiences to rely on translated, selectively interpreted, or ideologically framed content. English proficiency reduces this dependency.

English language education strengthens information resilience in several ways:

1. **Direct access to primary sources.** English enables Ukrainian students and professionals to read reports by international organisations, foreign media, academic journals, and official statements without intermediaries.

2. **Verification and cross-checking.** Exposure to multiple perspectives facilitates comparison and detection of inconsistencies, propaganda techniques, and emotionally manipulative narratives.

3. **Critical media literacy.** Modern English language curricula increasingly integrate media analysis, argumentation, and discourse evaluation skills, which are essential for identifying disinformation.

4. **Participation in global dialogue.** English allows Ukrainians not only to consume information, but also to actively contribute to shaping global narratives about Ukraine.

Thus, English language education operates as a preventive mechanism against cognitive and informational vulnerability.

Contrary to fears that foreign language learning may weaken national identity, the Ukrainian experience demonstrates the opposite. English language education, when embedded in a strong national and cultural framework, reinforces rather than dilutes identity.

By accessing global discussions on democracy, human rights, the rule of law, and historical memory, Ukrainian learners can better articulate their own national experience in universal terms. English becomes a tool for explaining Ukraine to the world and for positioning Ukrainian identity within a broader civilisational context.

Moreover, the ability to communicate Ukraine's narrative internationally counters long-standing distortions rooted in imperial and post-imperial discourse. In this sense, English functions not as a language of cultural dominance, but as a language of representation and self-advocacy.

Educational institutions and language educators play a strategic role in this process. English language teaching is no longer value-neutral. It inevitably engages with issues of discourse, power, representation, and ethics [2].

In Ukrainian higher education institutions—particularly those preparing future law enforcement officers, public servants, and legal professionals—English language education can integrate:

- analysis of international legal documents;
- discussion of information warfare and propaganda techniques;
- case studies from international media;
- comparative analysis of narratives across countries.

Such an approach transforms English classes into spaces of intellectual empowerment, where language learning supports democratic values and professional responsibility.

Despite its potential, the role of English language education in strengthening information sovereignty faces challenges, including unequal access to quality language education, insufficient integration of media literacy into curricula, and the need for teacher training focused on critical pedagogy.

Addressing these challenges requires systemic educational policies that recognise language education as part of national resilience. Investment in teacher development, curriculum innovation, and institutional support is essential for maximising the strategic impact of English language education.

English language education in Ukraine transcends its traditional communicative function. In the contemporary context, it is a tool of information sovereignty, intellectual independence, and cultural self-determination. By enabling access to global knowledge, fostering critical thinking, and empowering individuals to participate in international discourse, English language education contributes directly to Ukraine's resistance to disinformation and to the strengthening of its democratic identity.

Recognising English language education as an element of information security allows for a more holistic understanding of national resilience—one grounded not only in institutions and technologies, but also in educated, critically thinking citizens.

Список використаних джерел

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