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TEACHING ESP: THE CHALLENGES OF WAR, DIGITALISATION AND INTERCULTURAL COMMUNICATION

Contemporary multilingual training in higher education institutions within the security sphere is undergoing significant changes due to the impact of martial law, digitalisation, and the growing demand for professional communication in law enforcement. Professionally oriented foreign language training is regarded as a key component in the training of security sector specialists capable of operating in an international and intercultural environment [1].

A key issue is the transition from general English to English for Specific Purposes (ESP), in particular Legal English and Law Enforcement English. According to modern ESP approaches, teaching should be as closely aligned with real-life professional situations as possible [2].

Professional foreign language training involves simulating work situations: interrogations, drafting procedural documents, and international communication. A lack of practical focus in teaching reduces graduates' readiness for real-world professional practice.

The active implementation of digital technologies and artificial intelligence tools characterises the current stage of educational development. Large language models, such as ChatGPT, adaptive platforms and automated feedback systems are significantly transforming approaches to foreign language learning.

These technologies enable personalised learning, the simulation of professional communication scenarios, and the provision of instant feedback. At the same time, they raise questions regarding academic

integrity and the role of the teacher in the digital educational environment [3].

Law enforcement officers are increasingly interacting with foreigners and international partners. It requires not only linguistic accuracy but also the development of intercultural competence.

International standards emphasise the importance of human rights in law enforcement, particularly under the European Convention on Human Rights [4].

One challenge is cadets' lack of motivation to learn a foreign language. An effective approach is to introduce situational learning and case-based methods, which enhance the practical value of language training.

Foreign language training in the security sector must be transformed into a professionally oriented system that combines the ESP approach, digital technologies and intercultural communication.

Recent research confirms that the effective use of digital technologies in teaching improves the quality of professional language learning [5].

Consequently, modern foreign language training in higher education institutions within the security sector requires significant modernisation to address the challenges posed by digitalisation, martial law, and international professional cooperation. The study has shown that English for Specific Purposes (ESP) is a key component in developing the professional competence of future law enforcement officers and legal professionals.

It has been established that effective language training should be based on practice-oriented teaching methods, in particular the case method, role-play, simulation-based learning (modelling professional situations), task-based learning, analysis of professional situations, and digital simulations. The use of interactive platforms, video conferencing, e-learning courses and artificial intelligence tools, in particular ChatGPT, is also important for the development of professional communicative competence.

The study confirmed that the digitalisation of the educational process must be combined with the development of critical thinking, linguistic autonomy and intercultural communication skills. Of particular importance is the preparation of students for real-life professional situations in an international and security environment.

In today's environment, the role of the teacher is evolving; they act not only as a source of knowledge, but also as a facilitator of the digital learning environment, an organiser of professional communication and a moderator of interactive engagement. It is precisely this comprehensive combination of the ESP approach, modern digital technologies and practice-oriented teaching methods that ensures the training of competitive specialists in the security sector.

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РОЗВИТОК СОЦІАЛЬНО-КОМУНІКАТИВНИХ НАВИЧОК У ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНИХ МОВ

Сучасним фахівцям потрібен збалансований набір когнітивних, соціальних і емоційних навичок, щоб досягти успіху в професії та особистому житті. Їхня здатність досягати цілей, ефективно співпрацювати з іншими та керувати емоціями буде важливою для вирішення викликів 21 століття. Соціально-комунікативні навички («м'які», або «гнучкі» навички, від англ. *soft skills*), такі як комунікабельність, креативне мислення, розумова гнучкість,