

Conceptual translation is a common strategy when aiming for terminological precision in academic or governmental texts. The English term is not translated literally; instead, the underlying concept is expressed using Ukrainian terminology that express the same meaning although could differ structurally: e.g., denial-of-service — відмова в обслуговуванні; threat intelligence — аналітика загроз / розвіддані про загрози; vulnerability disclosure — розкриття вразливостей.

In conclusion, the English language has a strong impact on Ukrainian cybersecurity terminology. The Ukrainian language incorporates special words and lexical chunks in dissimilar ways: by borrowing them directly, translating their structure, mixing languages, or keeping them unchanged. This process indicates that language continuously changes alongside with technology development and global communication.

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FOREIGN-LANGUAGE PROFESSIONAL COMMUNICATION OF STUDENTS IN THE DIGITAL EDUCATIONAL SPACE: CHALLENGES AND OPPORTUNITIES

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ІНШОМОВНА ПРОФЕСІЙНА КОМУНІКАЦІЯ СТУДЕНТІВ У ЦИФРОВОМУ ОСВІТНЬОМУ ПРОСТОРІ: ВИКЛИКИ ТА МОЖЛИВОСТІ

Modern information society creates new requirements for the professional training of young students. One of these requirements is the ability to engage in effective foreign-language professional communication within a digital educational environment. This issue is especially relevant for students of creative and media-related specialties, for whom a foreign language is not only an academic subject but also a full-fledged tool of professional activity, access to information, presentation of their own projects, and interaction with an international audience.

Today, the digital educational environment encompasses a wide range of platforms, services, and programs that support learning, professional communication, self-presentation, and intercultural interaction. For the modern student, it becomes a space where education, work, creativity, and social activity are combined. Under such conditions, the culture of foreign-language professional communication acquires a complex character, since it involves not only linguistic accuracy but also the ability to select appropriate language means according to the purpose, situation, communication platform, and characteristics of the target audience.

For students of specialties related to media, design, audiovisual production, and digital content, a foreign language is an integral component of professional growth. A significant part of professional software, including Figma, Adobe Lightroom, Photoshop, Premiere Pro, and other digital tools, functions in English. This means that even basic knowledge of professional foreign-language vocabulary becomes a necessary condition for high-quality work. In addition, the search for up-to-date information, educational materials, instructions, cases, and trends is most often carried out through English-language resources, since the volume and diversity of such materials are much broader than in the domestic information space.

An important area of implementation of foreign-language professional communication is students' participation in international educational and creative projects. In this context, English is used when filling out applications, creating presentations, recording video messages, pitches, online discussions in Google Meet or Zoom, as well as in the process

of publicly presenting one's own ideas. Participation in such formats contributes not only to the improvement of language skills but also to the development of confidence, communicative flexibility, and professional mobility.

Particular attention should be paid to the role of foreign-language communication in the field of SMM and digital media. For an SMM manager, English is a tool for professional orientation in the international information space, analysis of global trends, management of pages for a foreign audience, reporting, interaction with partners, and submission of grant applications. In the media sphere, foreign-language professional communication is closely connected with the ability to quickly adapt content to a specific platform and target audience. For example, official email correspondence requires adherence to a business style, logic, politeness, and clarity of wording, whereas communication on TikTok or other social networks requires conciseness, dynamism, accessibility, and consideration of the peculiarities of digital content perception.

In this context, the culture of foreign-language professional communication is manifested not only in literacy but also in intercultural sensitivity. For effective interaction with a foreign audience, it is not enough to translate a text literally. It is important to take into account the specifics of sentence structure, punctuation norms, stylistic differences, cultural associations, the peculiarities of humor, memes, set expressions, as well as the socio-political and value context of a particular country. That is why the culture of foreign-language professional communication involves not mechanical translation, but the conscious adaptation of the content, form, and tone of the message.

The analysis of students' experience in the digital educational environment makes it possible to identify a number of typical difficulties in the process of foreign-language professional communication. Among them are insufficient vocabulary, lack of confidence in one's language abilities, fear of making mistakes, difficulties in using tense forms and articles, as well as a tendency toward literal translation from Ukrainian without considering the structural features of English. Such difficulties are characteristic of many students and indicate the need to develop not only language competence, but also the skills of professionally oriented and contextually appropriate communication.

At the same time, the experience of media students shows that the digital environment not only creates challenges but also opens up significant opportunities for self-learning and practical improvement of foreign-language communication. The use of English-language programs, platforms, social networks, creative communities, and professional services contributes to the natural integration of a foreign language into daily practice. In particular, working with international platforms such as Behance or creating content for a foreign audience on TikTok makes it possible not only to use English, but also to learn how to be understandable, appropriate, and professionally persuasive in a real digital communicative environment.

For Ukrainian students, the significance of foreign-language professional communication is growing substantially today. This is connected both with the expansion of international cooperation, academic mobility, and the digital labor market, and with the need to represent Ukraine in the global information space. The ability to communicate professionally and correctly in a foreign language makes it possible to convey truthful information about events in the country, establish contacts with international organizations, partners, foundations, and employers, and also to form a positive image of Ukrainian youth as active, competent, and open to cooperation.

The scientific novelty of the issue under consideration lies in viewing the culture of foreign-language professional communication as an integrated phenomenon that combines language competence, digital literacy, professional adaptability, and intercultural sensitivity. Within the framework of the modern digital educational environment, such communication appears not as an auxiliary skill, but as one of the key components of the professional training of media students and future specialists in the creative industries.

Thus, the culture of foreign-language professional communication in the digital educational environment is an important indicator of a student's readiness for professional activity in the conditions of a globalized information space. For students in the media sphere, it has practical significance, as it provides access to professional knowledge, international platforms, digital tools, and real communication with a foreign audience. Further study of the practices of forming such a culture in the student environment appears promising, particularly through the integration of foreign-language tasks into media education disciplines, work with digital platforms, preparation of international projects, and development of skills for intercultural content adaptation.

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WHEN GRIEF LIVES IN THE BODY

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КОЛИ В ТІЛІ ЖИВЕ ГОРЕ

We often think of grief as a personal emotional experience and a heavy weight on the heart and mind. However, if anyone has ever been through it, these people know it does not stay there. Grief sinks into our bones, settling in our stomachs, and making itself known in countless physical ways, among which there is a lack of exercise, emotional overeating, ordering takeout, or experiencing the thought of eating just impossible. Another effect of grief is isolation from the beloved, which often leads to malnutrition when people do not eat enough due to loss of appetite. Mealtimes come and go, but food goes untouched because the appetite has vanished. It is a full-body experience. In the early days and weeks after a loss, our bodies often carry the burden of the pain. However, later, an individual might find himself turning to food for comfort, ordering in, reaching for junk food, and perhaps pulling away from friends who would usually encourage a person to take a walk or share a healthy meal. This can lead to weight gain. Grief sends stress hormones, such as cortisol, into overdrive. When the body system is overfilled with these chemicals, it can suppress the immune system. A person in grief can catch every cold that goes around, or cannot shake the flu, or notice skin breaking out, adding insult to injury. For those already at risk, the stress can be even more severe: in the days following a loved one's death, the risk of a heart attack can actually spike. There is even a name for the deep physical impact of a broken heart: stress-induced cardiomyopathy, or "broken-heart syndrome". As C. R. Sunstein in his survey in Harvard Health explains, an overflow of stress hormones can temporarily stun the heart muscle, making it pump inefficiently and mimicking the "symptoms of a heart attack, such as chest pain and shortness of breath". It is a shocking reminder that our emotions and our hearts are physically connected.

This flood of stress hormones does not stop there. It can worsen existing conditions like diabetes or heart failure, and it can even lead to high blood pressure in people who have never had it before. It can make blood more prone to clotting. The heart rate may stay elevated for weeks, putting a temporary but real strain on the entire cardiovascular system.