

**СЕКЦІЯ 5.**  
**СОЦІОГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ ДЕРЖАВИ В**  
**УМОВАХ ПОВНОМАСШТАБНОГО ВТОРГНЕННЯ РОСІЙСЬКОЇ**  
**ФЕДЕРАЦІЇ НА ТЕРИТОРІЮ УКРАЇНИ**

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**LEARNING A FOREIGN LANGUAGE IN THE CONTEXT OF THE**  
**FULL-SCALE INVASION OF RUSSIA'S INVASION OF UKRAINE**

The situation in the world with the COVID-19 pandemic, and subsequently russia's invasion of Ukraine, has forced higher education institutions to switch to blended or distance learning. However, neither life nor learning stopped there, and in Ukraine, the transition to distance learning was quite successful, allowing for the effective continuation of education, with the difference that in the new academic year, the administration, teachers, and students were already more technically and psychologically prepared for such a situation and could focus not just on ensuring the process itself, but on its quality and effectiveness. Currently, scientists are studying this issue and actively researching the factors that contribute to the successful implementation of distance learning, examining problems and suggesting ways to solve them, and analyzing the needs of students and teachers, their attitudes, and their readiness to face such a challenge. Research on the organization of distance learning in foreign languages discusses the problems the educators and students face [1, p.132], the peculiarities of organizing control and assessment in distance learning [2, p.138], the use of social networks and small everyday gadgets [3, p.1579], and the study of motivation in learning a foreign language [4, p.188].

Solving these problems requires finding a completely new, alternative approach given the current situation, which will facilitate the transition to distance learning. We believe that an essential key to the successful implementation of distance learning is to study the issue of student motivation. Since it is challenging to determine the degree of student engagement in distance learning, the readiness of students to learn online and teachers to teach online, and to evaluate the learning environment organized in extreme conditions, this issue requires a thorough study.

In our study, we have attempted to analyze the main factors influencing students' motivation when learning a foreign language remotely. Studies and

student surveys have shown that distance learning has many advantages [5, p. 77]. Among them, the first place is the opportunity for students to gain knowledge at home. Research by foreign scholars on distance learning shows that the online learning form and online communication create the basis for a greater variety of tasks and for completing them at one's own pace, allowing for flexible interaction [6, p.40]. At the same time, there is a need to study the issue of students' self-organization. Surveys have shown that distance education is often crucial for those who want to improve their professional and academic qualifications without leaving their jobs, as distance learning allows them to combine study and work [7, p.143].

Along with the advantages, the disadvantages of distance learning are also discussed. The unexpected transition from a traditional form of education to a distance learning format was stressful for teachers who were unprepared for it and students who were used to receiving knowledge from a teacher in person rather than sitting in front of a computer screen [6, p. 44]. The main disadvantage of this type of learning is the distance between students and the teacher and the fact that students do not always have enough motivation to study independently, lack willpower and responsibility and may lose the pace of learning without constant teacher supervision. The students' awareness plays a significant role in taking the initiative and completing their studies independently, without the physical presence of peers and teachers. This leads to the survey of student interest and motivation. Motivation can be seen as external and internal. The extrinsic motivation factors include teachers, colleagues, and organizational and situational problems. Intrinsic motivation is satisfaction with the course, the need for communication, and self-organization [8, p. 14].

Motivation is one of the critical factors that contribute to the successful learning of a foreign language by students, so this topic is of great interest to researchers. The prerequisites for forming the motivational component in students' language learning are only one stage of studying the above problem. Analyzing the motivational component will help students understand the need for a foreign language course from a different perspective, and teachers will be equipped with advanced tools and thorough knowledge of how to implement this component in the educational process. In the future, it is planned to conduct a series of studies and surveys of participants in the educational process regarding the motivational sphere.

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## **ІСТОРИЧНА ПОЛІТИКА ДЕРЖАВИ В УМОВАХ ВІЙНИ РОСІЇ ПРОТИ УКРАЇНИ**

Війна росії проти України у різних формах триває вже багато століть. У тому числі вона була складовою і Другої світової війни. І знову війна, вже у XXI столітті (III тисячолітті н. е.) в агресивній терористичній формі (з боку російської федерації) увірвалася у мирне життя відродженої у 1991 році української держави та українського народу і порушила його. Вона не менше жорстока і трагічна ніж Друга світова війна. І її перебіг, можливо, може врятувати/ унебезпечити людство від Третьої світової війни.

Ця війна триває вже 9 років (з 2014 року). Особливого загострення, гарячої фази вона набула з моменту повномасштабного вторгнення, інтервенції російської федерації проти України 24 лютого 2022 року. Ми є свідками й учасниками цієї жорстокої російської війни проти України і щодня відчуваємо її пульсацію (удари і їх наслідки). І нині, попри всі складнощі і лихоліття війни, Україна є і продовжує бути, продовжує воювати і здобувати перемогу. Все це завдяки незламності духу українського народу, завдяки усім, хто пам'ятаючи минуле не втратив віру в майбутнє України, хто словом і ділом наближає його, – і передусім, тим , хто це робить зі зброєю