

2nd International Conference on New Trends in Linguistics, Literature and Language Education

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Abstract. This article describes the 3L-Edu 2022: 2nd International Conference on New Trends in Linguistics, Literature and Language Education, which was held in Kryvyi Rih, Ukraine, on May 18, 2022. The conference focused on the advancement of the theory and practice of linguistics, literature, language education and social communications. The conference covered topics such as classical philology in the context of world culture, stylistics of text, text augmentation in web-language, intercultural intertextuality in the analysis of text, comparative literature, multilingualism, and translating, among others. The conference proceedings of the workshop include a keynote and 18 contributed papers that were carefully peer-reviewed and selected from 31 submissions.

Keywords: 3L-Edu, Linguistic Studies, Literary Studies, Language Education and Social Communication Studies

1. Introduction

It is a great delight to introduce the 3L-Edu 2022: 2nd International Conference on New Trends in Linguistics, Literature and Language Education, which held on May 18, 2022 in Kryvyi Rih, Ukraine. 3L-Edu is a peer-reviewed international conference, which dedicated to the advancement of the theory and practice of languages, literature, language education and social communications. It looks forward to promoting collaborative excellence between academicians and



Figure 1: 3L-Edu 2022 logo.

3L-Edu 2022: 2nd International Conference on New Trends in Linguistics, Literature and Language Education, May 18, 2022, Kryvyi Rih, Ukraine

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ACNS Conference Series: Social Sciences and Humanities

professionals from languages, literature and social communications, aiming to interconnect leading researchers and pioneers in the conference scope. 3L-Edu is provide an opportunity for academicians and professionals in various fields with cross-disciplinary interests to bridge the knowledge gap and promote research and the evolution of languages, literature and social communications. The conference will be held annually to make it a power platform for people to share views and experiences in languages, literature and social communications research and related areas.

3L-Edu topics of interest are:

Track 1: Linguistic Studies

- Classical Philology in the Context of World Culture
- Comparative Linguistics
- Historical Linguistic
- Linguistic Typology
- Theory of Language
- Stylistics of text
- Pragmatics of text
- Text augmentation in web-language
- Intercultural intertextuality in the analysis of text
- True and False: an analysis of public speeches
- Development of European languages
- Neology
- Syntactic change
- Grammatical parameters of text

Track 2: Literary Studies

- Comparative Literature
- Gender and Literary Criticism
- History of Literature
- Linguistics and Poetics
- Literary Theory

Track 3: Language Education and Social Communication Studies

- Cultural Linguistics
- Intercultural Communication
- Media Communication
- Mediation
- Multilingualism
- Sociolinguistics
- Translating

About 70 participants took part in the conference. The conference program includes 4 sessions: an invited talks of keynote speakers were each allocated 30-40 minutes to hold their speeches, and sessions 2 (Linguistic Studies, session chair Vita Hamaniuk), 3 (Literary Studies, session chair Valentyna Karpiuk) and 4 (Languages and Social Communication Studies, session chair Iryna Mintii). We were very honored to have Vita Hamaniuk, Professor and Vice-Rector for Research of Kryvyi Rih State Pedagogical University, Ukraine as our Conference Chair.

This volume represents the proceedings of the 2nd International Conference on New Trends in Linguistics, Literature and Language Education (3L-Edu 2022), held in Kryvyi Rih, Ukraine, on May 18, 2022. The proceedings present a selection of high-quality papers submitted to the conference by researchers from universities and research institutes. It comprises a keynote and 18 contributed papers that were carefully peer-reviewed and selected from 31 submissions. Each submission was reviewed by at least three program committee members. The papers were selected based on their quality and their relevance to the conference.

2. Program committee

- *Svitlana Amelina*, National University of Life and Environmental Sciences of Ukraine, Ukraine [1]
- *Oksana Chernysh*, Zhytomyr Polytechnic State University, Ukraine [36]
- *Vita Hamaniuk*, Kryvyi Rih State Pedagogical University, Ukraine [35]
- *Věra Höppnerová*, Westböhmische Universität Pilsen, Czech Republic [7]
- *Valentyna Karpiuk*, Kryvyi Rih State Pedagogical University, Ukraine [9]
- *Yuliya Kazhan*, Mariupol State University, Ukraine [10]
- *Svetlana Kovpik*, Kryvyi Rih State Pedagogical University, Ukraine [21]
- *Vahid Norouzi Larsari*, Charles University, Czech Republic [28]
- *Alla Lobanova*, Kryvyi Rih State Pedagogical University, Ukraine [15]
- *Lyudmyla Lutsenko*, Kryvyi Rih State Pedagogical University, Ukraine [17]
- *Rusudan Makhachashvili*, Borys Grinchenko University, Ukraine [29]
- *Iryna Mintii*, Kryvyi Rih State Pedagogical University, Ukraine [22]
- *Ümit Özkanal*, Eskişehir Osmangazi Üniversitesi [24]
- *Halyna Pavlyshyn*, University of Tasmania, Australia [3]
- *Iryna Piankovska*, Volodymyr Vynnychenko Central Ukrainian State University, Ukraine [27]
- *Thorsten Roelcke*, Technische Universität Berlin, Germany [26]
- *Doris Sava*, Universitatea “Lucian Blaga” din Sibiu, Romania [18]
- *Serhiy Semerikov*, Kryvyi Rih State Pedagogical University, Ukraine [32]
- *Mateusz Świetlicki*, University of Wrocław, Poland [31]
- *Yana Topolnyk*, Donbas State Pedagogical University, Ukraine [6]
- *Maryna Vardanian*, Heidelberg University, Germany [38]
- *Søren Wichmann*, University of Kiel, Germany [40]

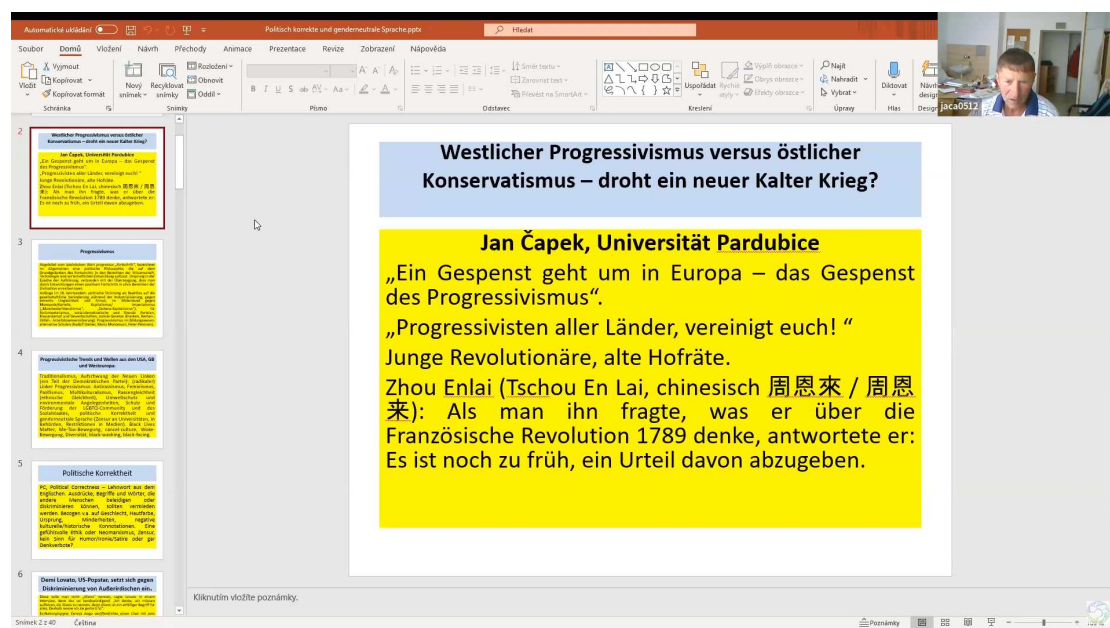


Figure 2: Presentation of paper [4].

3. Session 1: Keynote

In the keynote presentation part, we invited the dedicated professor as our keynote speakers. The keynote speaker, Prof. Jan Čapek (figure 2), from University of Pardubice (Czech Republic) performed a speech “Politically correct and gender-neutral language: effects, consequences, acceptance” [4].

The keynote talk shed light on the multifaceted discourse surrounding political correctness (PC) and gender-neutral language, exploring their significance, implications, and the contentious debate that surrounds them. The talk aimed to provide attendees with a comprehensive understanding of these language practices and the underlying arguments put forth by advocates and opponents.

PC and gender-neutral language entail a critical examination of current language usage through the lens of progressive norms. These practices seek to identify and reject words, terms, or expressions deemed inappropriate while offering alternative linguistic choices. Their scope encompasses all forms of expression that have the potential to offend, discriminate, or underrepresent individuals based on factors such as ethnic origin, gender, social class, disability, or sexual orientation.

Advocates passionately argue that PC and gender-neutral language foster greater inclusivity, respect, and equality in society. By scrutinizing and modifying language usage, they believe these practices can eliminate offensive and discriminatory discourse, creating a more harmonious coexistence among individuals. The focus on alternative language choices aims to promote a sense of fairness and acknowledgment for all members of society.

Opponents of PC and gender-neutral language raise valid concerns regarding the potential

consequences of language regulation. They express apprehension that such practices may result in unclear, complicated, contradictory, or even incomprehensible language usage. Some critics even contend that the regulation of language inadvertently amplifies and reinforces differences among people, diverting attention from the celebration of diversity. Additionally, opponents argue that excessive emphasis on language regulation can overshadow the urgent need for addressing systemic oppression and inequality, potentially hindering real social change.

The keynote speaker highlighted how the discourse on PC and gender-neutral language serves as a microcosm of broader debates on cultural and social change. Proponents perceive these practices as an essential step towards achieving greater equality and respect in society, viewing them as a necessary catalyst for positive transformation. On the other hand, opponents consider them as restrictions on free speech and a form of social engineering, expressing concerns about potential negative implications.

In conclusion, the keynote talk provided attendees with an in-depth analysis of the ongoing debate surrounding political correctness and gender-neutral language. The talk illuminated the perspectives of advocates and opponents, highlighting the potential benefits of fostering inclusivity and respect through language practices, as well as the concerns regarding language regulation and its impact on broader societal issues. The discussion surrounding PC and gender-neutral language continues to shape the evolving landscape of language usage, reflecting the larger conversations on cultural and social change.

4. Session 2: Linguistic Studies

The article “The Ukrainian language cinematic term system and its conceptual organization” [16] by Nathalie Loskutova and Yuliya Kazhan (figure 3) explores the conceptual organization of the cinematic term system within the Ukrainian language. It provides a detailed analysis of the core, central, and peripheral constituents that constitute this system. The study reveals that the central terms, originating from the core cinematic terms, are the most prevalent within the system. This observation can be attributed to the ongoing progress and refinement of



Figure 3: Presentation of paper [16].

the cinematic term system. Through lexical and semantic analysis, the authors identify 13 thematic groups within the Ukrainian language cinematic terms, which have been shaped by extralinguistic factors such as the emergence of new cinematic technologies, movements, and equipment. These thematic groups are found to be open and indicate the continuous development of the Ukrainian language cinematic term system.

The article “Suffixal borrowed lexical items and features of their transformation in modern European languages (on the material of modern terms)” [37] by Iryna Vakulyk (figure 4) focuses on the comparative analysis of terminological branches, specifically examining terminological units in influential foreign languages. The study’s relevance stems from the ongoing globalization of the world economy, irrespective of differing attitudes towards globalization among countries or population groups. The descriptive method and elements of the structure-typological method are employed to explore the process of creating modern legal and economic terms synchronously. Etymological dictionaries are consulted to shed light on term origins and their historical development, providing insights into their diachronic transformation. This research offers a novel perspective by examining the adaptation of terminoelements of classical origin in spoken and non-spoken Indo-European languages (Ukrainian, German, French, English), which have undergone a complex historical process and transformed into hyphenated aphixi or

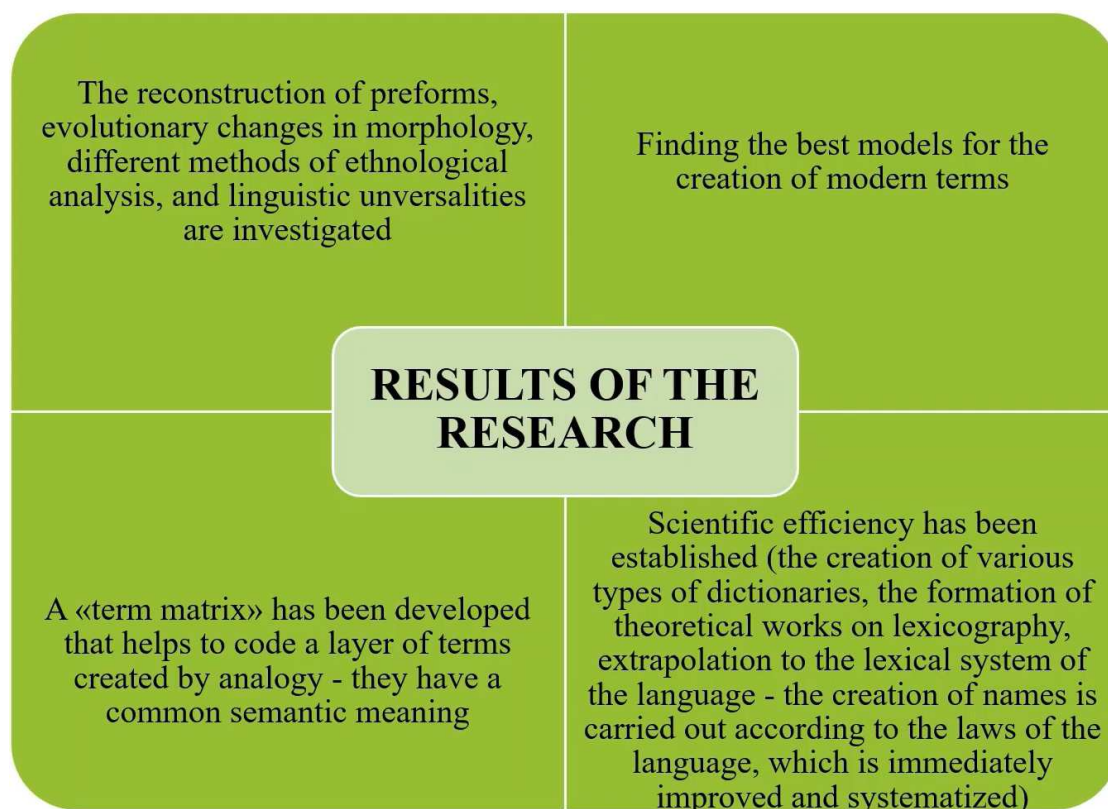


Figure 4: Presentation of paper [37].

medial parts of contemporary terms, drawing from the ancestral Greek and Latin languages. The paper conducts a comprehensive analysis of dictionary definitions, emphasizing the final terminological elements within their structure. The study further explores the semantic analysis and morphology of suffixal borrowed lexemes in modern terms, with a focus on the Latin language as the most prevalent final element in European languages. The hypothesis regarding the complete or partial adaptation of structural elements is substantiated, and the methods and means of their integration into various language systems are examined. Employing the deductive method, this article presents a systematic exploration of language phenomena and their regularities, based on concrete language facts that are formalized and synthesized into overarching conclusions and interpreted through semantic models. The findings have practical applications for information and speech languages, as well as the systems that support them. Furthermore, the research highlights the indispensability of data exchange within Industry 4.0 and related technologies, which rely on automated systems and necessitate the creation of a future foundation that shapes cultural identity.

The article “Digital marketing augmented linguistically: a case of three websites” [25] by Elina O. Paliichuk (figure 5) explores the cognitive factors involved in website content writing, utilizing the framework of image-schema theory. Through conceptual analysis, the research examines the linguistic aspects of this phenomenon. The case study centers on the analysis of content from three websites, revealing that the augmentation of website text is accomplished through the specific verbal expression of image-schema clusters. These findings provide a foundation for further empirical investigation into how readers respond to the verbalization of image schemas in website texts.

The objective of the article “Lexical difficulties in the acquisition of German” [8] by Věra

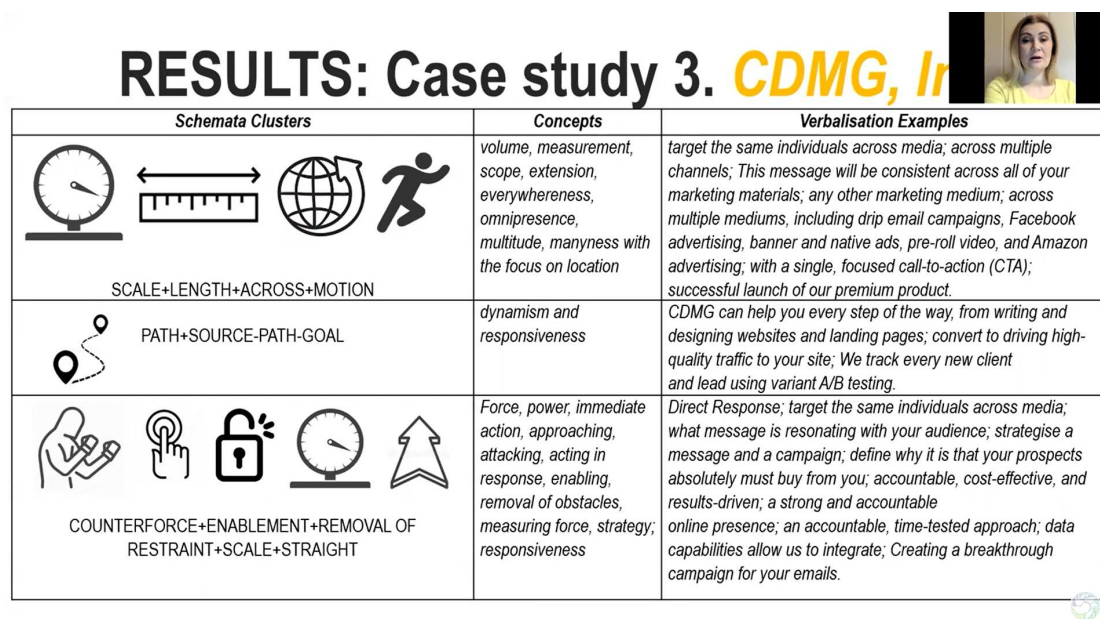


Figure 5: Presentation of paper [25].

Höppnerová (figure 6) is to investigate interference-related errors in written papers by German students. These errors primarily stem from the contrasting structures of the non-linguistic realities between languages, leading to asymmetries in language signs. The analysis focuses on errors occurring in polysemous words, words with varying semantic combinability, fixed phrases, and prepositional phrases. Additionally, the study examines interference-related errors arising from the asymmetric occurrence and differing meanings of foreign words in both the native and target languages.



Figure 6: Prof. Věra Höppnerová [8].

The article “Stylistic figures as a factor in the formation of communicative intention in scientific linguistic texts” [30] by Anastasiia V. Sibruk (figure 7), Svitlana V. Lytvynska, Uliana P. Koshetar, Nadiia O. Senchylo-Tatlilioglu and Kasim Tatlilioğlu examines the role of stylistic figures in shaping communicative intention within scientific linguistic texts. A comprehensive study of stylistic figures in the Ukrainian language is crucial for understanding their functions in scientific linguistic articles. The significance of this research topic lies in the systematic exploration of stylistic figures, which are often considered unconventional in textual contexts. However, this study aims to demonstrate their relevance. Investigating the linguistic features of scientific discourse is important for finding effective ways to explain complex subject matter. Through a free associative experiment, this study concludes that the use of stylistic figures in educational and scientific texts enhances the comprehension and mastery of the material. While the use of stylistic figures in scientific texts is generally not widespread, they are preferred by the student audience. When texts are intended for educational purposes, the appropriate utilization of stylistic devices facilitates a quicker understanding of the core message.

5. Session 3: Literary Studies

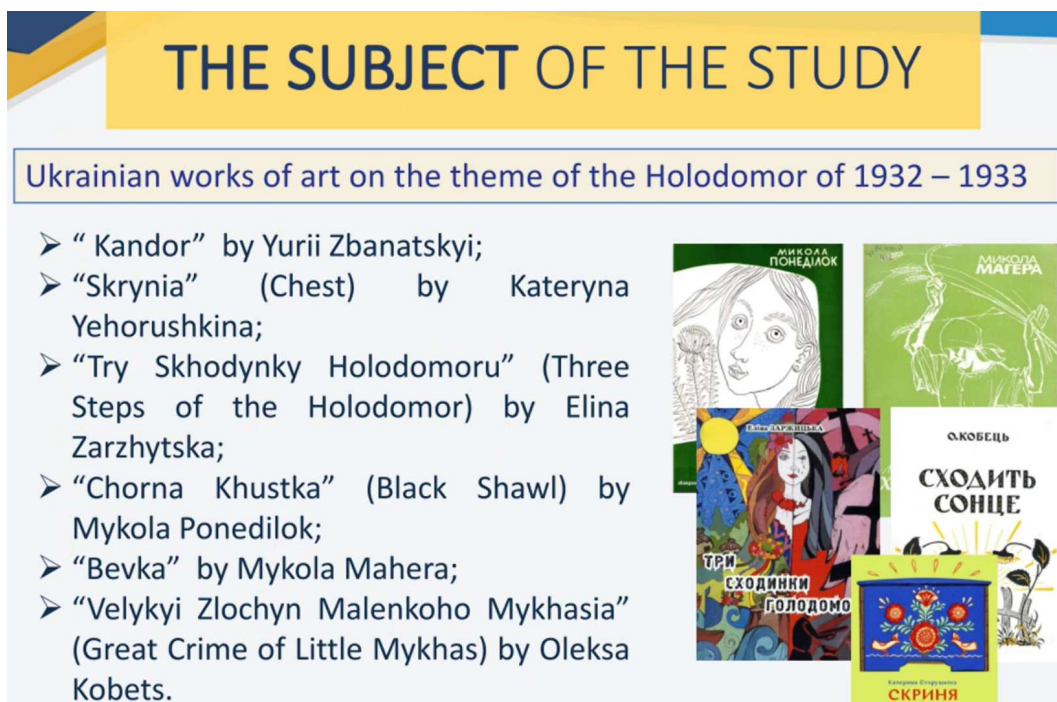
The article “The phenomenon of fear in Ukrainian literature for children and youth about the events of the Holodomor of 1932–1933” [13] by Vitalina V. Kzylova and Marharyta V. Vasylieva (figure 8) explores the various forms of fear and their specific representation in Ukrainian literature for children and youth concerning the events of the Holodomor of 1932–1933. The



Stylistic figures as a factor in the formation of communicative intention in scientific linguistic texts

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Svitlana Lytvynska,
Uliana Koshetar,
Nadiia Senchylo-Tatlilioglu,
Kasim Tatlilioglu
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National Aviation University,
Bingol University

Figure 7: Presentation of paper [30].



THE SUBJECT OF THE STUDY

Ukrainian works of art on the theme of the Holodomor of 1932 – 1933

- “Kandor” by Yurii Zbanatskyi;
- “Skrynia” (Chest) by Kateryna Yehorushkina;
- “Try Skhodynky Holodomoru” (Three Steps of the Holodomor) by Elina Zarzhytska;
- “Chorna Khustka” (Black Shawl) by Mykola Ponedilok;
- “Bevka” by Mykola Mahera;
- “Velykyi Zlochyn Malenkoho Mykhasia” (Great Crime of Little Mykhas) by Oleksa Kobets.




Figure 8: Presentation of paper [13].

relevance of this study is emphasized by the current realities in Ukraine, where the state of threat and the experience of fear have become prevalent. The existing research on this topic in Ukrainian literary studies is outlined, considering the principles of classification for forms, functions, and types of fear. It is determined that works addressing the Holodomor hold a significant place within the realm of historical prose, as they accumulate a complex of historical knowledge and contribute to the formation of national identity. Through an analysis of selected short stories and a story, including “Kandor” by Y. Zbanatskyi, “Bevka” by M. Mahera, “Velykyi Zlochyn Malenkoho Mykhasia” (*Great Crime of Little Mykhas*) by Oleksa Kobets, “Chorna Khustka” (*Black Shawl*) by M. Ponedilok, “Skrynia” (*Chest*) by K. Yehorushkina, and “Try Skhodynky Holodomoru” (*Three Steps of the Holodomor*) by E. Zarzhytska, it is observed that the prevailing type of fear in these works is related to physical existence and the fear of hunger (experiencing hunger, witnessing hunger in others, encountering those who died from hunger). It is further noted that Ukrainian fiction addressing the Holodomor theme represents real fears (fear of authority, fear of being alone at home, fear of the dark, fear of death, fear of specific individuals, fear of punishment) and metaphysical fears (horror, anxiety) through techniques such as psychological analysis, depiction of natural states, metaphors, and symbols, all of which emphasize the writer’s attitude and style.

The article “The metaphorical representation of the concept of “mother” in the epic works by Borys Antonenko-Davydovych, Rou Shi and Vsevolod Ivanov” [14] by Li Li, Kateryna Bilobrovska, Viktoriia Dmytrenko and Olha Kryzhanovska (figure 9) examines the metaphorical portrayal of the concept of “mother” in fictional works by Ukrainian, Chinese, and Russian writers. The analysis focuses on the novel “Behind the curtain” by Borys Antonenko-Davydovych,



Figure 9: Presentation of paper [14].

the story “A Slave Mothe” by Rou Shi, and the story “Polaia Arapiia” by Vsevolod Ivanov. In Antonenko-Davydovych’s novel, the metaphor of “Motherland” is represented through the concept of “mother”, as inferred by the authors of this paper through subtextual analysis. The Chinese story depicts the concept of “mother” through the metaphor of a “female slave”, evident in the title. In the Russian story, the metaphor of “hope” symbolizes the concept of “mother”, personified by the main character’s name. The paper demonstrates that the concept of “mother” in these epic works by Ukrainian, Chinese, and Russian writers is also expressed through the metaphor of “berehynia”, indicating a shared similarity among the three works. The representation of the concept of “mother” in Antonenko-Davydovych’s novel, Rou Shi’s story, and Ivanov’s story is characterized by common semantic markers such as motherly love, humility, self-sacrifice, mental strength over men, unselfishness, protection, humanity, and kindness.

The article “Cultural memory of Chernobyl in literature and fine arts (in case of a picturebook “The Flowers beside the Fourth Reactor” by K. Mikhalitsyna and paintings by M. Prymachenko)” [39] by Maryna Vardanian (figure 10), Iryna Dyrda and Marharyta Kirieieva examines the intersection of different art forms within the context of “cultural memory” through a comparative analysis of the picture book “Kvity bilia chetvertoho” (*The Flowers beside the Fourth Reactor*) by K. Mikhalitsyna and the paintings of M. Prymachenko, a representative of naive art. Focusing on the theme of Chernobyl, the paper explores the interaction between various art forms through a comparative lens. Mikhalitsyna’s picture book, *The Flowers beside the Fourth Reactor*, delves into the life of M. Prymachenko and references her artwork dedicated to Chernobyl. Drawing from the realm of fine arts, the writer’s picture book raises verbalized and visualized concerns related to generations, memory, and the preservation of nature.

Reception of creative works of M. Prymachenko in a picturebook as realization of generations and the memory theme (verbal level)

- Two-story lines
- Wormwood as a symbol
- Ukrainian traditions and customs



Figure 10: Presentation of paper [39].

The article “Poetics and problems of the play “The Libertine” by Eric-Emmanuel Schmitt” [5] by Tetiana Cherkashyna and Olha Vasilieva (figure 11) delves into the analysis of the dramatic legacy of Eric-Emmanuel Schmitt, a renowned contemporary French-speaking writer. Specifically, it focuses on one of his most celebrated plays, *The Libertine*. The study examines the genre-typological characteristics and character system of the play, as well as explores the relevance of the prototypes of the actors. The architectonics of the play are traced, and the peculiarities of plot organization, protagonist images, and their systems in *The Libertine* are analyzed. Motives, leitmotifs, chronotopes, themes, and issues are scrutinized, ultimately leading to the identification of the main conflict of the play. The research employs comparative-historical, comparative-typological, and structural methods to address these aspects. An essential aspect of the work is the selection of the main character, Denis Diderot, whose philosophical work not only served as the inspiration for the playwright’s dissertation but also influenced the creation of a fictional literary work and biography. *The Libertine* adheres to the style of French classicist works, emphasizing the unity of time, place, and action. The prominent Enlightenment philosopher Denis Diderot, who is working on the article *Morality* for his famous *Encyclopedia*, appears in Eric-Emmanuel Schmitt’s play as the embodiment of immorality. Each character introduced by Schmitt represents a facet of the moral issue that forms the core of the play. The problem of morality permeates the play, imbuing it with sharpness and dynamism, shaping the dramatic conflict and driving the narrative. Eric-Emmanuel Schmitt’s philosophy of language is characterized by dialogical discourse and a manifestation of humor and comedy. Humor, in this context, is not employed to ridicule Denis Diderot but rather invites a more compassionate approach to human frailties. The open ending of the play is a typical feature of Schmitt’s work, which prompts the contemplation of important metaphysical questions that remain unanswered.



Although the play *The Libertine* is modern, it is stylized as a classic, so it follows the rules of three unities— time, place and action.

The duration of the action is one day. All the events of the play fit into one day of Denis Diderot’s life, when he hesitates to pay attention to his duty to write an article on morality for *the Encyclopedia* and the temptations that haunt him all day.

Figure 11: Presentation of paper [5].

The article “The linguistic elaboration and philosophical-ideological potential of Ingeborg Bachmann’s works” [33] by Olha Tiahovska and Vita Hamaniuk (figure 12) explores the literary contributions of Ingeborg Bachmann, a prominent writer of the twentieth century. It delves into the various influences, including philosophy, music, literature, and personal experiences, that shaped Bachmann’s worldview, artistic style, and the manifestation of her philosophical beliefs across different genres. The analysis encompasses her poetry (“Die gestundete Zeit”), radio plays (“Der gute Gott von Manhattan”), and novels (“Malina”). The role of philosophy and the study of philosophical figures such as Wittgenstein and Heidegger in shaping Bachmann’s philosophical views and worldview is examined, as well as the influence of art, specifically music and literature, on her creative trajectory. The article also highlights Bachmann’s personal connections with the members of “Group 47” and her relationships with writers such as P. Celan and M. Frisch, whose impact on her life and work is significant and referenced in her texts. Furthermore, the linguistic representation of Bachmann’s worldview is analyzed, focusing on the employment of lexical, syntactic, and graphic devices within her works.

Grafische Darstellung

Tempo
All mei-nen Un-mut geb ich preis; und träum hin-aus in sel-ge

rit.

Tempo
Wei-ten... O al-ter Duft aus Mär-chen-zeit!

molto rit.

GEHEN BEI GRÜNEM LICHT WEITERGEHEN
DENK DARAN SOLANGE ES ZEIT IST
DU KANNST ES NICHT MIT DIR NEHMEN
WEITERGEHEN SCHNELLER SCHLAFEN
SCHNELLER TRÄUMEN MIT UNS
WOLKENBRÜCHE MIEDERSCHLÄGE SCHNELLER
ERDBEBEN LEICHTER SICHERER
BEI GRÜNEM LICHT DENK DARAN
VORSICHT VOR DER ROTEN UND BRAUEN
DER SCHWARZEN UND GELBEN GEFAHR
WAS SOLLEN SICH UNSERE MÖRDER DENKEN
DU KANNST ES NICHT HALT!

Augen und siderische Stimmen haben, an dem ihre Hände begabt sein werden für die Liebe, und die Poesie ihres Geschlechts wird wiedererschaffen sein ...

Schon beim Ausstreichen, beim Durchsehen, beim Wegwerfen.

... und ihre Hände werden begabt sein für die Güte, sie werden nach den höchsten aller Güter mit ihren schuldlosen Händen greifen, denn sie sollen nicht ewig, denn es sollen die Menschen nicht ewig, sie werden nicht ewig warten müssen ...

Schon beim Einsehen, beim Voraussehen.

Ich höre den Schlüssel an der Tür, Malina sieht fragend zu mir herein.

Figure 12: Presentation of paper [33].

The article “Ut pictura poesis: The verbal-visual synthesis in William Blake’s poetic worldview” [12] by Tetyana Kozlova, Olga Klymenko and Iryna Shyrokova (figure 13) introduces a novel perspective on William Blake’s self-illustrated poems, exploring the fusion of verbal and visual elements in the manifestation of his worldview. The hypothesis posits that verbal and visual representations complemented each other, reflecting interconnected conceptualizations. The aim of this study was to investigate how the utilization of different modalities expanded the poet’s interpretive possibilities and facilitated the representation of his vision of the Universe. The results revealed that the hybrid representation of Blake’s poetic worldview enhanced the prominence of pertinent information, diversified the imagery, and enabled its intricate encoding.

BLAKE'S VERBAL-VISUAL SYNTHESIS:**SALIENCE ON THE VERTICAL**■ **THE WORLD IS REVEALED VERTICALLY THROUGH LEXICAL ELABORATION**

“Thro’ the Heaven and Earth and Hell...”

■ **MOST FREQUENT VERBALIZATIONS (43.5%)**

up, high, heaven, cloud, sky, hill, mountain, rock, sun, moon

■ **PREVAILING DESIGNATIONS (56.5%)**

*bottom (down, under, hole, grave),
the middle layer (earth, ground, land),
water space (stream, river, sea)
the upper part (verbs of vertical movement)*

“I see thy dark clouds ascend”

“Rush’d down like floods from his mountains”

“Over the doors ... and over the chimneys...”



Figure 13: Presentation of paper [12].

6. Session 4: Language Education and Social Communication Studies

The article “Bilingual education as a means of improving future natural sciences teachers quality of education” [23] by Tetiana M. Olendr, Alla V. Stepanyuk (figure 14), Mykola M. Moskalyuk and Natalia V. Moskalyuk addresses the incorporation of bilingual education elements into the professional training of future natural sciences teachers. The historical experience of implementing bilingual education in Ukrainian general secondary education institutions is examined, revealing a key challenge in preparing future teachers capable of facilitating students’ study of natural sciences subjects in two languages. The article explores the content of the elective course “Science Teachers Training in US Universities”, taught in English, as a means to ensure a “parity model” of bilingual education for future natural sciences teachers and a “displacing model”. The course serves a dual purpose: developing students’ understanding of natural sciences teachers training in the United States (including structure, content features, forms, and methods of teacher training in the context of continuous pedagogical education) and adapting this knowledge to the educational process in Ukraine, while fostering intercultural interaction skills. The training methodology involves English-medium instruction tailored to students’ level of foreign language proficiency and the complexity of educational tasks. The

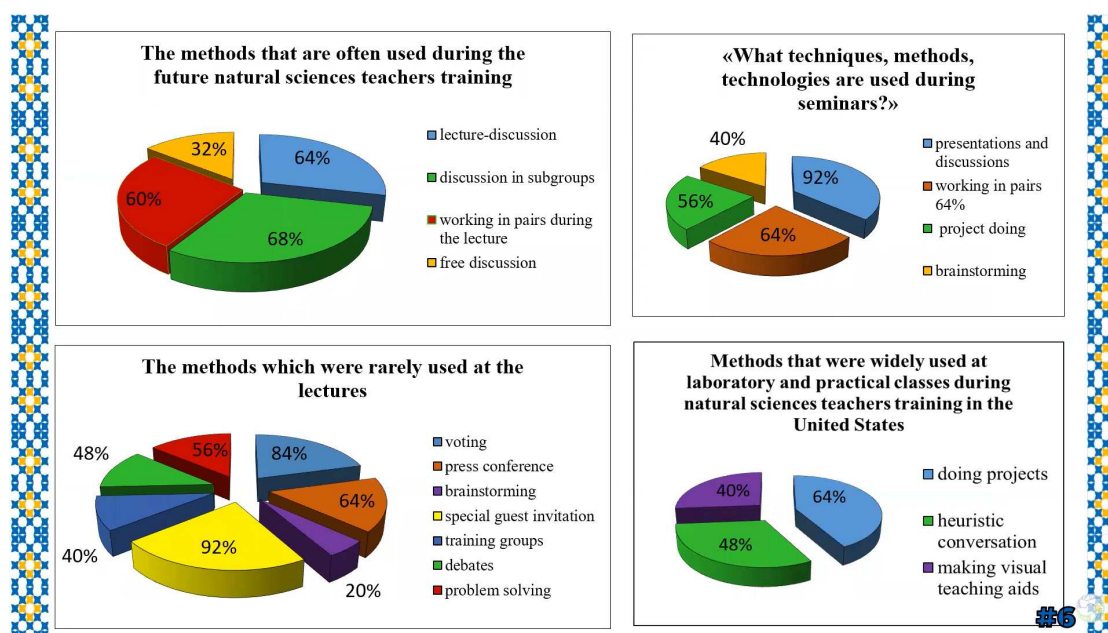


Figure 14: Presentation of paper [23].

effectiveness of teaching methods, which employ varying degrees of assistance and differentiate task complexity, is demonstrated in promoting optimal conditions for students' cognitive needs satisfaction and communication skills development. The gradual transition from collective to partially independent and fully independent task performance, with increasing task complexity, is implemented. Experimental evidence supports the didactic quality of the "Science Teachers Training in US Universities" course, as well as the formation of mental activity methods and the development of speech activity types.

The article "Interpretation of the novel "Across the River and into the Trees" in terms of means of emotionality expression" [34] by Hannah Udovichenko, Svitlana Ostapenko, Svitlana Revutska, Viktoriia Zinchenko and Olha Herasymenko (figure 15) aims to elucidate the nature of emotional lexical items and explore their translation into Ukrainian. The expression of emotiveness varies across languages, posing challenges for translators. The study highlights E. Hemingway's novel "Across the River and into the Trees" as an intriguing example of the renowned writer's style, where emotions are portrayed in diverse ways. The syntactic structures employed in the text involve combinations of event descriptions and the thoughts of main characters, utilizing simple, complex, and compound sentences, along with dialogues featuring predominantly simple and occasionally imperative sentences. Descriptive passages employ entirely neutral vocabulary that carries significant connotations. The translation of the book by K. Sukhenko and N. Tarasenko is deemed successful, as the translators effectively preserved the writer's style and conveyed the emotional aspects of the work using appropriate translation techniques. This achievement is noteworthy given the considerable differences in the means of expressing emotiveness between the source and target languages.

The study "Semantic and structural challenges of translating modern English agro-engineering

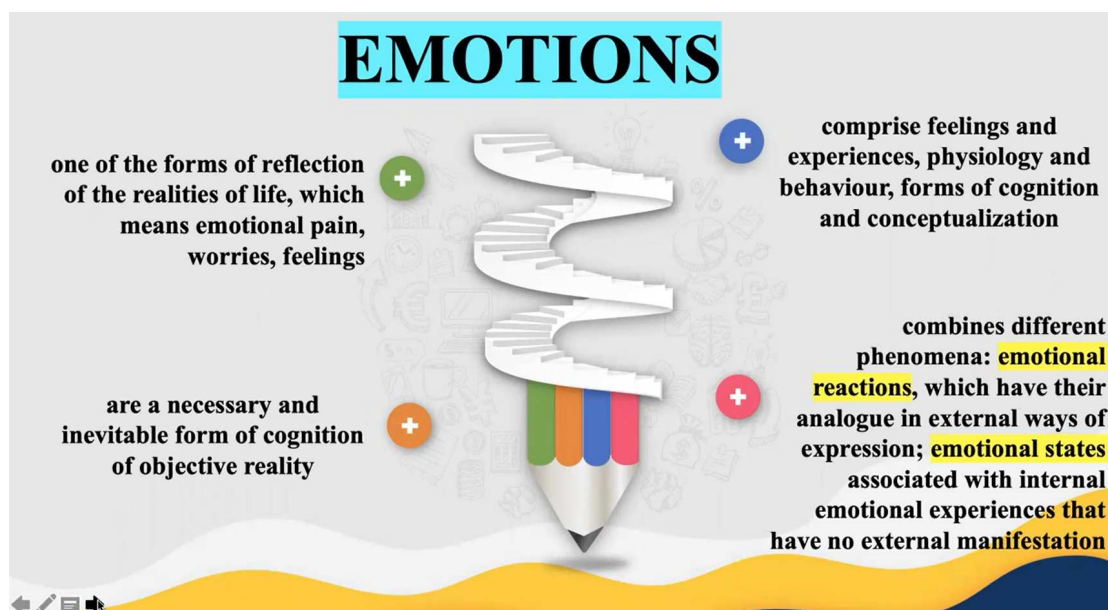


Figure 15: Presentation of paper [34].

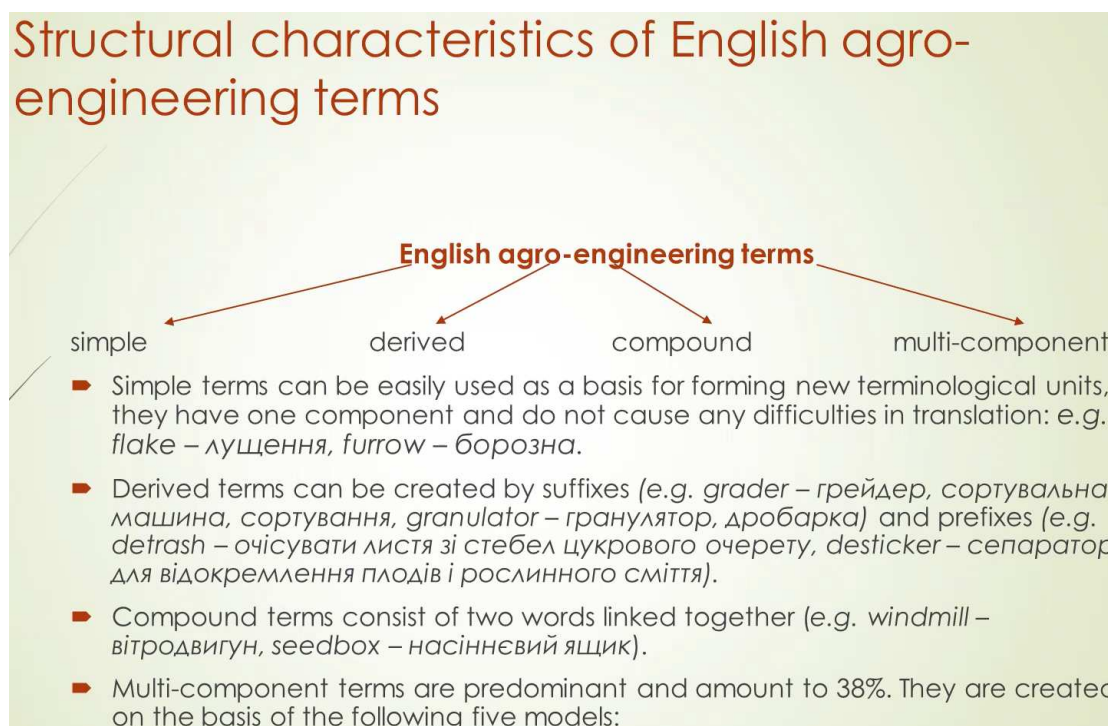


Figure 16: Presentation of paper [20].

terminology into Ukrainian” [20] by Rusudan Makhachashvili, Larysa Mosiyevych and Tetiana Kurbatova (figure 16) examines the semantic and structural characteristics of translating modern English agro-engineering terminology. Agro-engineering terms represent the latest advancements in agriculture, characterized by advanced mechanization, diverse technical processes, and new technologies, resulting in additional translation challenges. Agricultural terminology encompasses domain-specific vocabulary as well as mathematical, mechanical, biological, and general scientific terms, further complicating the translation process. Difficulties in translation are closely tied to the linguistic features of agro-engineering terms, such as their structural peculiarities, synonymy, and homonymy. Multi-component units, which play a significant role in this specialized lexicon, pose challenges due to their length and non-prepositional connections. The primary research methods employed include comparative and contrastive analysis, along with quantitative analysis. The findings demonstrate that various translation techniques are utilized for translating English agro-engineering terms into Ukrainian, including equivalence, analogy, descriptive techniques, transliteration, and grammatical and lexical transformations. Equivalence emerges as the most frequently employed technique. However, the application of different translation techniques in multi-component phrases can lead to inconsistencies in the number of components in the target language. To address this issue, the authors propose an algorithm for English-Ukrainian translation of agro-engineering multi-component terms. This paper targets a wide range of specialists interested in translating agro-engineering texts, ESP instructors, translation students, and experts in the relevant field of knowledge.

The article “Internet search engines as auxiliary tools for translators” [2] by Svitlana M. Amelina (figure 17), Rostyslav O. Tarasenko and Vasyl D. Shynkaruk explores the utilization of internet search engines as valuable tools in the translator’s workflow. Specifically, it emphasizes the importance of the translator’s information retrieval skills to enhance the translation process. Various search engines are examined in terms of their applicability for translators to access supplementary and reference materials from online resources. The article also sheds light on the privacy policies associated with these systems. Additionally, the advantages of metasearch systems are discussed. A range of search options tailored for translators is identified, including keyword searches, subject searches, and metadata searches. Moreover, it is recommended to consider utilizing search engines specific to the target language or country for which the translation is being conducted.

The article “Challenges of machine translation application to teaching ESP to construction students” [19] by Rusudan Makhachashvili, Larysa Mosiyevych and Tetiana Kurbatova (figure 18) addresses the challenges of teaching translation, specifically machine translation, to students studying English for Specific Purposes (ESP) in the field of construction. The study aims to conduct a comparative analysis between machine translation and human translation of construction terminology, identify the causes of errors, and provide recommendations to enhance the quality of students’ translations through post-editing, as well as the development of their interdisciplinary skills using Computer-Assisted Translation (CAT) tools. The research methodology employs comparative and contrastive analysis, along with quantitative methods. The research material consists of titles of construction students’ qualification papers translated from Ukrainian into English. The quality of machine translation is affected by the specific characteristics of construction terminology, which require harmonization of terms according to Eurocodes. The authors demonstrate that relying solely on software for translating con-

Possibilities for translators to use some search engines



Figure 17: Presentation of paper [2].

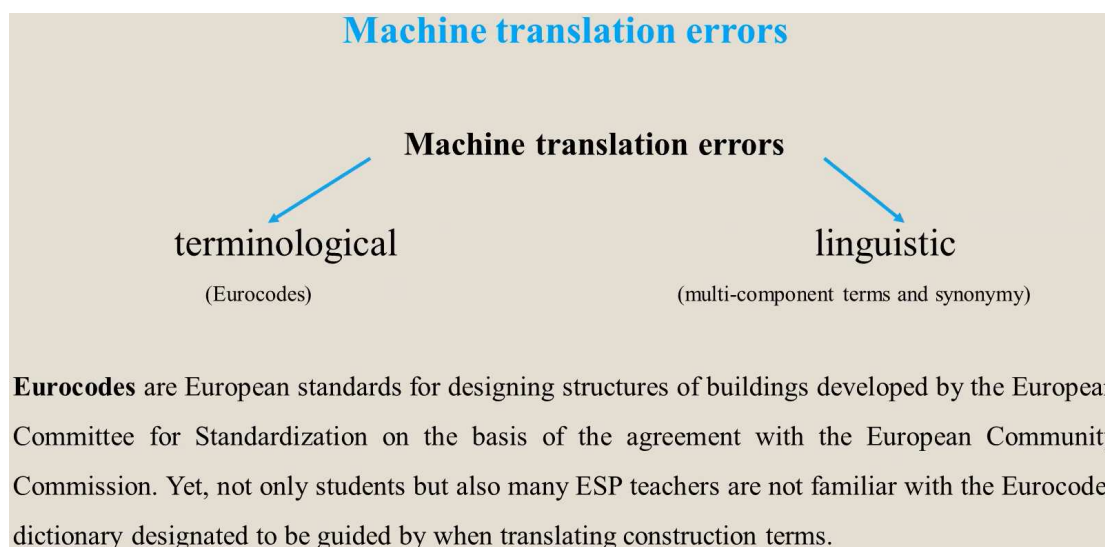
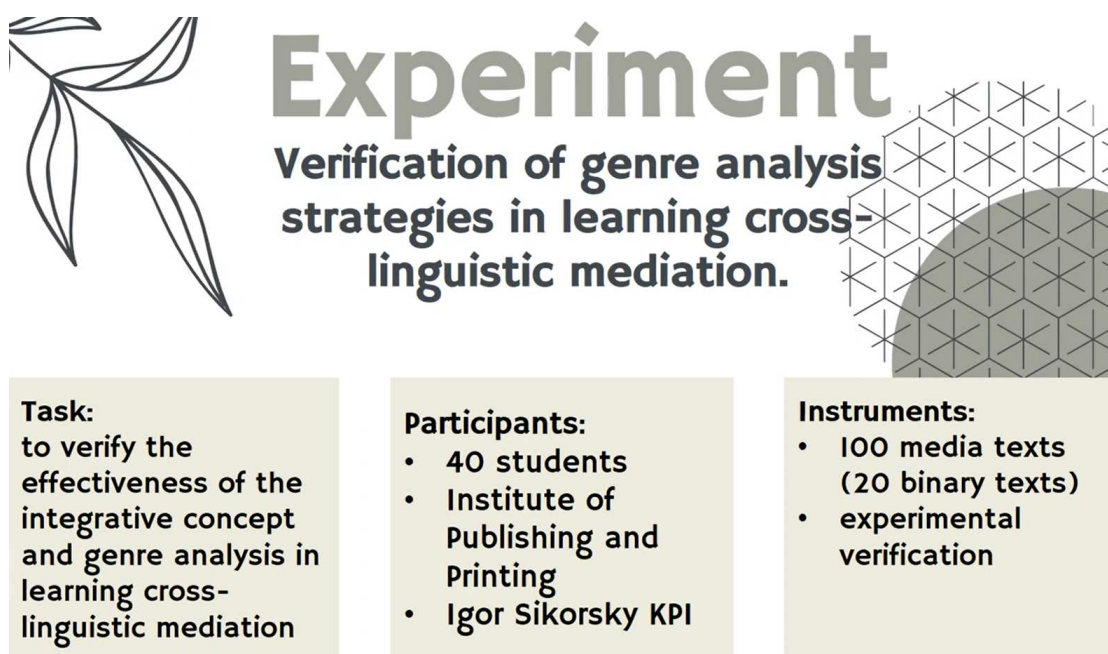


Figure 18: Presentation of paper [19].

struction texts, without subsequent proofreading or post-editing by students, leads to errors such as distortion of terminology and meaning. The article presents an analysis of lexical

errors caused by the peculiarities of translating multi-component terms and discrepancies in translating prepositions. It is intended for specialists interested in translating construction texts and teaching ESP. Based on the findings, the authors provide recommendations for translating construction texts using machine translation, accompanied by students' post-editing.

The article "Cognitive and genre approaches in teaching cross-linguistic mediation" [11] by Svitlana Kolomiiets (figure 19), Inna Antonenko, Lyudmyla Guryeyeva, Muzaffer Derya Nazlipinar Subaşı and Yana Tikan examines the integration of concept and genre text analysis into the training of professional interpreters, translators, and students specializing in Publishing and Editing. The study explores the complex interplay between theoretical and methodological practices in order to enhance the learning experience. Theoretical frameworks such as cross-linguistic mediation, translation-oriented genre analysis, and concept analysis form the foundation for the development of effective learning practices. The research investigates how these theoretical considerations can be applied to the learning of cross-linguistic mediation through the use of binary texts, which consist of texts in the same genre addressing similar issues in both English and Ukrainian. The proposed methodology is validated and reinforced through experimental teaching. The significance of this study lies in its interdisciplinary approach, incorporating teaching foreign languages, cognitive linguistics, and translation-oriented genre analysis in the context of translation education.



The slide features a decorative leaf illustration on the left and a geometric pattern on the right. The main title is 'Experiment' in a large, bold, sans-serif font. Below it, the subtitle reads 'Verification of genre analysis strategies in learning cross-linguistic mediation.' in a smaller, bold, sans-serif font. The slide is divided into three columns, each with a heading and a list of details:

Task:	Participants:	Instruments:
to verify the effectiveness of the integrative concept and genre analysis in learning cross-linguistic mediation	<ul style="list-style-type: none">• 40 students• Institute of Publishing and Printing• Igor Sikorsky KPI	<ul style="list-style-type: none">• 100 media texts (20 binary texts)• experimental verification

Figure 19: Presentation of paper [11].

7. Conclusion

We are immensely grateful to the authors who contributed to the success of the conference by submitting their papers and participating actively in the discussions. We appreciate the efforts of the program committee members and the peer reviewers who provided their guidance, feedback, and support in improving the quality of the papers. Their valuable contributions and constructive critical comments helped to shape the content of the conference and made it a memorable experience for all participants.

We are also thankful to all the program committee members for providing continuous guidance and efforts taken by peer reviewers contributed to improve the quality of papers provided constructive critical comments, improvements and corrections to the authors are gratefully appreciated for their contribution to the success of the conference.

We would like to acknowledge the developers and professional staff of the *Academy of Cognitive and Natural Sciences* (<https://acnsci.org>) and the *Not So Easy Science Education* platform (<https://notso.easyscience.education>) for providing us with the excellent and comprehensive conference management system that facilitated the smooth running of the conference.

We are looking forward to excellent presentations and fruitful discussions, which will broaden our professional horizons. We hope all participants enjoy this conference and meet again in more friendly, hilarious, and happiness of further 3L-Edu 2023.

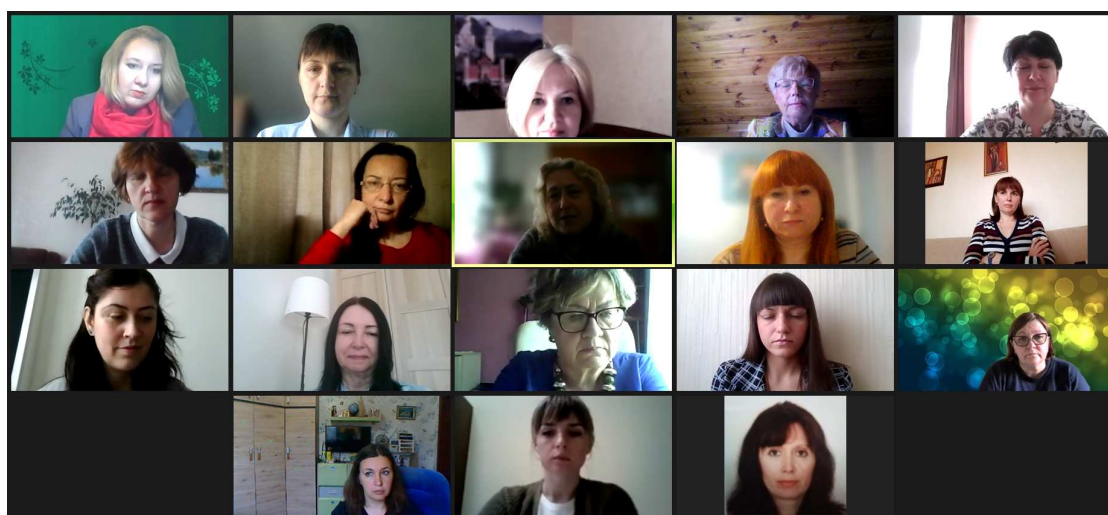


Figure 20: Conference highlights.

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