good prospects for improvement. Universities should develop support programs, improve language training, and create better conditions for students. It will help international students to adapt faster and study more effectively.

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DIGITALIZATION IN FASHION EDUCATION: INTEGRATING DIGITAL TOOLS INTO PROFESSIONAL TRAINING IN LIGHT INDUSTRY TECHNOLOGIES

Digital technologies are changing many areas of life today, including education and creative industries. In professional training for light industry technologies, digitalization brings new chances to improve learning quality, keep students more involved, and better connect what they study with what real workplaces need.

Using digital tools in fashion and textile education is becoming common around the world. Programs like CLO 3D, Browzwear, and Adobe Illustrator, as well as digital pattern-making systems, are slowly taking the place of older manual methods. With these tools, students can see how a garment will look in 3D before making a real prototype, which saves both materials and time (Kim & Park, 2022, 45–58).

In Ukraine, the use of digital tools in light industry education is still limited. Most schools and universities continue to use traditional teaching methods and do not have easy access to modern software or equipment. This is a problem for students who graduate and look for jobs, because employers now often expect workers to have basic digital skills (Kovalenko, 2023, 112–119).

One useful direction is the use of virtual simulation tools. These let students try different fabric types, colours, and garment shapes without using real materials. Studies show that students who learn with simulation tools tend to be better at solving practical problems and working more carefully than those who only use traditional methods (Zhang et al., 2021, 78–92).

Digital platforms also change the way students communicate and work together with teachers and industry professionals. The COVID-19 pandemic pushed many schools to try online and mixed learning formats. This showed both the possibilities and the current weaknesses of digital education in Ukrainian universities (Sydorenko & Bondar, 2022, 34–47).

To bring more digital tools into light industry programs, some clear steps are needed. First, study plans should include digital skills alongside traditional ones. Second, schools need funding for software, computers, and teacher training. Third, working with companies from the industry can help bring real professional tools into the classroom.

Other European countries show good examples of how this can be done. Germany, the Netherlands, and Estonia have built systems where digital skills are taught at every level of education, including creative and technical fields (European Commission, 2020, 15–22). As Ukraine moves closer to European educational standards, these models can be a helpful guide.

In summary, adding digital tools to light industry education is not just about buying new software. It means rethinking how and what we teach. Combining digital skills with

traditional craft knowledge will help students be ready for a fast-changing global industry.

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TRANSCREATION AS THE MAIN APPROACH TO TRANSLATING ADVERTISING TEXTS

In the era of globalization, companies strive to expand their influence in world markets. But the literal translation of their advertising texts often causes misunderstandings, remains without due attention or even provokes a negative attitude towards the brand. The reason is differences in cultural aspects. That is why transcreation is an effective approach that offers not just to translate the message, but to completely rethink its content.

The relevance of the topic is reinforced by the need to adapt creative concepts, wordplay, cultural codes, and humor that have no direct equivalents in English. That is why the concept of “transcreation”, which is used to refer to translation mainly in