

the role of religious customs in sustaining a sense of identity as a response to the disruption of established cultural norms during the Holocaust. Culinary traditions function as powerful carriers of memory and identity, too. References to familiar foods, and shared meals evoke a sense of pre-war normalcy and belonging, and link survivors to their cultural heritage and familial past.

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Viktoriia Mishchenko

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

Kseniia Kugai

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

THE ROLE OF FOREIGN LANGUAGES IN THE DIALOGUE OF CULTURES IN THE EUROPEAN EDUCATIONAL AREA

Contemporary global trends, encompassing worldwide interconnectedness and the merging of distinct cultures, provide a significant impetus for fostering cross-cultural conversation. In this milieu, mastering foreign languages assumes paramount

significance. These languages function not merely to facilitate interaction but, critically, as essential instruments for cultivating understanding between individuals from diverse cultural backgrounds. The European academic sphere is particularly characterized by its receptiveness to international exchanges, actively encouraging student and faculty movement, alongside the sharing of scholarly information across national borders.

The work aims to analyze the role of foreign language learning in promoting intercultural dialogue and academic cooperation within the European educational space.

Foreign language acquisition in contemporary schooling serves a dual purpose: beyond merely facilitating communication, it significantly fosters cultural proficiency, promotes tolerance, and builds skills for successful collaboration across diverse cultural settings. Consequently, the significance of foreign languages in cultivating effective intercultural discourse has become a matter of paramount concern (Бахов, 2012).

Within contemporary educational frameworks, the acquisition of a second language serves a dual purpose: beyond facilitating mere conversation, it is instrumental in fostering cross-cultural understanding, promoting a broader perspective, and equipping people with the competencies requisite for harmonious collaboration across diverse cultural settings. Consequently, the significance of modern languages in fostering constructive dialogue among diverse societies is now universally acknowledged as fundamental.

In modern higher education institutions, the study of foreign languages is considered not only a means of developing language skills but also an important element in the development of intercultural competence. When mastering a foreign language, students become acquainted with the cultural characteristics of other countries, their traditions, social norms, and values. This process contributes to the formation of tolerance, respect for cultural diversity, and readiness for intercultural interaction (Бігич, Бориско, Борецька, et al., 2013).

An especially important component of the European educational space is the academic mobility of students and teachers. Participation in international educational programs, such as student exchanges, joint scientific projects, and international conferences, requires a high level of proficiency in foreign languages (Канюк & Кіш, 2025). Thanks to this, participants in the educational process have the opportunity to exchange experiences, become acquainted with new scientific approaches, and expand their professional competencies. Thus, knowledge of foreign languages contributes to the integration of national educational systems into the pan-European educational space.

Furthermore, knowledge of foreign languages is crucial for accessing global scientific literature and up-to-date research data. A substantial volume of scholarly articles, investigative works, and instructional content is disseminated in languages other than the native one, with English being the dominant medium. Consequently, language skills empower both students and researchers to leverage worldwide scientific breakthroughs, engage in global scholarly debates, and showcase their personal findings on the international stage.

Simultaneously, one must recognize that engaging in foreign language acquisition benefits students beyond mere career advancement. It also helps cultivate their cultural consciousness. A person gains entry to the artistic works, historical accounts, philosophical thought, and literary traditions of different societies via the medium of language. Language itself functions as the vessel for a culture's accumulated knowledge and the mechanism through which societal spiritual principles are passed down. Consequently, proficiency in foreign languages facilitates a more thorough grasp of diverse cultural nuances and fosters greater cross-cultural comprehension.

Furthermore, fostering multilingual capabilities is a significant objective in contemporary European educational strategies. A multitude of nations across Europe actively promote the idea of acquiring proficiency in multiple foreign languages, an effort that supports the preservation of cultural diversity and enhances interactions among diverse cultures. This perspective equips learners with better tools to navigate

international academic settings. It broadens their career prospects in our increasingly interconnected global sphere.

Thus, the study of foreign languages plays a crucial role in cultivating intercultural discourse within the European academic sphere. Such linguistic proficiency facilitates interaction among individuals from diverse cultural backgrounds, bolsters the sharing of insights and practical expertise, and simultaneously establishes the groundwork for fostering global partnerships in both pedagogical and scientific domains.

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Kyrylo Mohylevskyi

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

Kseniia Kugai

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

ACADEMIC MOBILITY AND ERASMUS+ AS A PLATFORM FOR DIALOGUE OF CULTURES

Academic mobility is widely regarded as one of the key components of the European Higher Education Area. Through student exchange programs, young people gain opportunities not only to study abroad but also to engage in direct cultural exchange and authentic communication with peers from diverse backgrounds. The Bologna Process highlights mobility as an essential condition for cooperation and integration within European education systems (7). Empirical observations at the Kyiv National