

integrates global perspectives while preserving cultural specificity and diversity. Scholars and educators must actively engage in the critical examination of globalization processes and advocate for inclusive and pluralistic models of knowledge production.

In conclusion, globalization exerts a profound and multifaceted impact on linguistics, literary studies, and education, reshaping their theoretical frameworks, methodological approaches, and practical applications. The increasing integration of digital technologies, the expansion of intercultural perspectives, and the adoption of innovative pedagogical strategies underscore the dynamic evolution of humanities studies in the twenty-first century. At the same time, the preservation of linguistic and cultural diversity remains a fundamental challenge, requiring sustained scholarly attention and interdisciplinary collaboration.

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Larysa Savchenko

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

Kseniia Kugai

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

EMOTIONAL AND EXPRESSIVE LANGUAGE IN PUBLICISTIC DISCOURSE

For as long as people have been striving to share the news and spread their ideas among a broad audience, they have used figurative, expressive language. It is used to instantly capture the recipient's attention and keep it long enough for the message to be

shared in full. However, in Ukrainian linguistic studies, emotionality and expressiveness are qualities primarily associated with creative writing and, on occasion, colloquial speech.

The work aims to explore the role that emotional and expressive language plays in publicistic discourse and to draw attention to the topic.

First, it is important to establish what emotional and expressive language means and how they differ. Emotionality in linguistics is connected to the psychological concept of emotion. Since there is no hard definition of the latter, the former also lacks a unified explanation. Here is what the Dictionary of Linguistic Terms says: “Emotional – one related to the expression of feelings, experiences, moods, subjective attitudes. An emotional word is a word whose main meaning is the expression of feelings” (Ганич, 1985, 75). A. Zahnitko defines emotional language as one that not only expresses the speaker’s feelings, but also influences the feelings of others. It can be expressed through the semantics of a word, its affixes (changes in the meaning of the root), and the context in which it is used. Emotional language has a rich stylistic range: from solemnity to vulgarity, from gentleness to rudeness (Загнітко, 2012, 127). Expression, on the other hand, appears as a consequence of emotion in language; expressiveness highlights and elevates what is conveyed (Чабаненко, 2002, 6-8).

Second, the specifics of publicistic discourse need to be explored. The concept of publicistic discourse overlaps with that of publicistic style, which is used in the media and in speeches and presentations by politicians and public figures. This style is used to inform and influence people. The public is informed about important events and social issues through the consistent presentation of facts. Hence, the main features of publicistic style include objectivity, logic, argumentation, documentation, and influence. The function of influence is expressed in the persuasiveness of the message, its ability to prompt the desired actions, elicit the desired reaction, and elicit the desired emotional response from the listener or reader. Thus, publicistic discourse is realized through the corresponding style, namely in the socio-cultural and socio-political spheres

and in the media. The purpose of publicistic discourse is to resolve social issues, influence the audience, shape their attitudes toward particular ideas, raise awareness of socially important problems, promote progressive ideas, etc. The product of this discourse is aimed at a wide range of people rather than a narrow group (Шкрібляк & Бялик, 2020, 72).

Finally, here are the stylistic and vocabulary choices characteristic of publicistic discourse that can often, if not always, be considered emotional and expressive:

1) expression of personal opinions on the subject of discussion, direct appeals to the audience;

2) richness of artistic devices – comparisons, realities, allusions, and quotations;

3) the use of colloquial, slang, or non-standard vocabulary to shape the audience's attitude toward the presented material, create the desired image, and achieve a stylistic effect;

4) use of idioms and idiomatic expressions, puns, proverbs, and sayings;

5) the prevalence of other stylistic devices, such as metaphors, euphemisms, hyperbole, and litotes;

6) for publications – headlines designed to grab the reader's attention quickly, and therefore based on wordplay, puns, quotations, and allusions (Шкрібляк & Бялик, 2020, 73).

Therefore, in publicistic discourse, emotional and expressive language is an indispensable tool that helps achieve its purposes and is therefore highly prevalent. There is room for further research on how emotional and expressive language is utilized beyond the realm of creative work. The continued study may also inspire new discussions around the best ways to translate said language.

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Kateryna Sharuda

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

Kseniia Kugai

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

COMMON AND DISTINCTIVE FEATURES OF THE EDUCATION SYSTEMS OF UKRAINE AND EU COUNTRIES

Ukraine is currently undergoing significant changes to its education system as it integrates into the European educational space. It is not just a policy change, but a new way of teaching that goes against the old ways of the Ukrainian schools and universities. The government has run Ukrainian schools for a long time, focusing on teaching the same things to everyone and ensuring they do well together. European Union (EU) countries have different ways of teaching and learning. They follow the Bologna Process, which means they allow students to move between schools, give schools greater autonomy, and focus on what students want and need. The convergence of these two systems has become a central theme in contemporary pedagogical discourse. Ukraine wants to follow the same rules for higher education as other European countries, while also preserving its own culture and high-quality education. It is not easy because the rules differ from those in Ukraine now.

The work aims to analyze the similarities and differences between the Ukrainian and European Union education systems in the context of Ukraine's integration into the European Higher Education Area and ongoing educational reforms.

First, the primary unifying factor between Ukraine and the EU is the commitment to the European Higher Education Area (EHEA). Both areas think that having effective