

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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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

University of Technologies and Design show that Ukrainian students who participate in mobility programs often demonstrate higher levels of intercultural sensitivity and openness.

The purpose of this research is to examine how academic mobility contributes to the development of intercultural dialogue and communication skills among university students, with particular focus on the Erasmus+ program as an illustrative example.

Studying and living in another country inevitably requires adaptation. Students encounter unfamiliar academic traditions, social norms, and everyday practices. According to UNESCO reports, well-organized mobility experiences promote tolerance and encourage deeper intercultural understanding (5). In real-life situations, students learn to interpret new behavioral patterns and gradually develop empathy toward representatives of other cultures. K. Mohylevskyi and K. Kugai also underlines that such experiences play an important role in shaping global citizenship among young people (Mohylevskyi & Kugai, 2025).

The Erasmus+ program remains the most visible mobility initiative of the European Union. It creates structured opportunities for academic exchange and participation in international projects. The European Commission's Erasmus+ Annual Report 2022 indicates that more than 1.2 million learners and staff members took part in mobility activities that year, including at least 134,000 participants from disadvantaged backgrounds who received targeted financial support (4). Research further suggests that graduates who have participated in Erasmus+ demonstrate higher employment rates and greater professional mobility than those without such experience (4). In addition, immersion in a foreign-language environment typically leads to noticeable progress in communicative competence.

The effectiveness of language learning in authentic contexts deserves special attention. The CEFR Companion Volume emphasizes that communicative competence develops most successfully through interaction and mediation in real social situations (1). During their stay abroad, students do not simply practice grammar or vocabulary; they negotiate meaning, collaborate in multicultural teams, and resolve

misunderstandings. As a result, they develop not only linguistic skills but also flexibility, emotional intelligence, and intercultural awareness.

From a professional perspective, mobility experience increasingly serves as an advantage in the labor market. Employers operating in international contexts value graduates who can adapt quickly and communicate effectively across cultures. OECD research confirms a positive correlation between participation in mobility programs and enhanced communicative competence and adaptability in professional environments (3). Therefore, academic mobility contributes not only to personal enrichment but also to long-term career prospects.

The cultural dimension of mobility is equally significant. Intercultural dialogue often influences how students perceive themselves and others. D. Deardorff notes that reflection on cultural differences fosters greater self-awareness and supports the development of responsible global citizenship (Deardorff, 2009). Many students report that studying abroad helps them reassess their own cultural assumptions and develop a more balanced, less ethnocentric perspective.

At the same time, mobility is not without challenges. Students may initially experience culture shock, linguistic insecurity, or feelings of isolation. Nevertheless, research conducted at Ukrainian universities indicates that preparatory training and institutional support substantially reduce these difficulties and help students make the most of their international experience.

Therefore, academic mobility programs represent an effective instrument for strengthening intercultural dialogue in higher education. They improve language proficiency, foster social and communicative skills, and broaden cultural awareness. For these reasons, universities should continue to promote mobility opportunities while ensuring adequate academic and psychological support for participating students.

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ENGLISH PRONUNCIATION AND SPOKEN LANGUAGE COMPREHENSION AMONG INTERNATIONAL STUDENTS

In today's intercultural educational environment, English serves as the primary means of communication between students from different countries. Spoken language is a key component of this interaction, as it conveys not only lexical and grammatical content but also emotional and intonational nuances that significantly influence how other participants understand the message.

One of the decisive factors in effective oral communication is pronunciation, which includes the correct reproduction of vowels and consonants, diphthongs, long and short vowels, and adherence to stress and rhythm. The peculiarities of English pronunciation directly affect how international students perceive speech. Failure to comply with phonetic norms often leads to communication misunderstandings. It reduces the effectiveness of intercultural communication. Thus, analyzing the impact of English