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INTEGRATION OF CULTURAL ELEMENTS IN THE PROCESS OF TEACHING ENGLISH TO FUTURE LAWYERS

The integration of cultural aspects into teaching English to law students is significant for training them for contemporary legal practice in a rapidly globalizing world. We explore how online resources and cultural content are incorporated into the English language curriculum for law schools in Ukrainian and European universities to develop students' intercultural competence. By understanding the cultural context of legal disciplines, future lawyers are better able to deal with international legal challenges and issues arising in international relations. Culture is closely related to legal interaction.

As V.K. Bhatia (2004; 2008) points out, legal discourse reflects the values and norms of the societies in which it is produced [1–2]. While studying legal science in a foreign language, it is important to gain an insight into not only the technical aspects of legal English, but also the cultural context that helps to frame legal arguments and conduct legal procedures. D.K. Deardorff (2006) defines intercultural competence as the ability to effectively and appropriately communicate with individuals from different cultural backgrounds [3]. In the case of law students, this ability is vital not only for academic growth but also for professional communication in the international legal environment. According to R. Godwin-Jones (2021), online resources are playing a significant role in language learning, providing access to a wide range of authentic materials [4]. These materials include legal texts, international case studies, and multimedia content, which contribute to the expansion of both linguistic and cultural knowledge.

This research study includes a qualitative analysis of the experience of different universities in Ukraine and Europe, with a focus on the use of online resources and cultural interaction in teaching ESP. The study also analyses the scientific literature on the use of digital technologies in teaching legal foreign languages and intercultural interaction.

In some European universities, more and more attention is being paid to the integration of cultural content in legal English classes. For example, the University of Cambridge (UK) offers a Legal English programme that takes into account not only the language used in legal texts, but also the cultural subtleties of legal work in different

legal systems [6]. Such an approach contributes to a better understanding of international law by students, as they learn to understand the cultural diversity inherent in international legal systems.

The University of Cambridge Law Faculty introduces cultural components into its English for Law programmes, in particular, as part of comparative legal studies. Students are involved in the study of case studies that highlight the legal traditions of different countries, including case law and continental law systems [5].

Many universities create online resources to support legal education in English. For example, the University of Edinburgh uses platforms such as *Coursera* and *EdX* to offer additional courses that promote students' understanding of international legal systems and intercultural legal practices [6]. The University of Edinburgh provides a variety of online resources through platforms such as EdX, which allow students to study international legal cases, conduct webinars with lawyers, and participate in virtual discussions on intercultural cooperation. These resources are designed to improve both legal terminology and cultural literacy [6].

Using authentic materials from different legal systems is a common practice in both Ukrainian and European universities. In particular, many universities add materials from the European Union legal system to demonstrate the interaction of law and culture.

Virtual exchange programmes and online forums are actively used to develop intercultural competence. These activities allow students to discuss legal topics and culture while improving their communication and intercultural communication skills. Students participate in interactive online classes, webinars, and discussions of legal issues that demonstrate differences in legal systems and cultural aspects of law. These exchanges allow students to understand cultural differences in legal language and jurisprudence.

In Ukraine, the Penitentiary Academy of Ukraine (PAU) also includes elements of cultural studies in its English-language curriculum for law students, in particular, focusing on issues of the interaction of law, protection of human rights, and international legal norms [7]. PAU offers courses that emphasize the comparative analysis of legal systems, including the penitentiary system, and engages students in the study of cultural and legal practices that define penitentiary and restorative systems in different countries. At PAU, law students get acquainted with English-language materials related to international human rights law and penitentiary practice, studying how cultural differences affect the treatment of prisoners, the development of legal norms, and the design of rehabilitation programmes. Through online resources such as legal research databases and international law platforms, PAU students gain insights into international standards of justice and human rights [7].

These experiences from Ukrainian and European universities show that incorporating cultural elements into legal English classes significantly improves students' ability to understand legal systems in different cultural environments. The use of online resources such as online exchanges, legal webinars and international case studies allows students to gain a deeper understanding of how the legal system functions in different cultural environments. In addition, by interacting with authentic sources, students not only learn the legal language, but also explore the cultural and social components that shape legal systems around the world.

At the same time, the integration of cultural components into the curriculum requires thorough research and careful planning. Educators should ensure that students are aware of the intricacies of different legal cultures, and online resources should be used to supplement, not replace, classroom learning. Effective cultural interaction also requires that students actively engage in learning, intercultural discussions and critical analysis of the role of culture in legal practice.

The inclusion of cultural elements in the teaching of English to future lawyers is an extremely important aspect of legal education in the 21st century. Ukrainian and European universities, including the Penitentiary Academy of Ukraine, are actively introducing these elements into their curricula by using online resources and sharing virtual knowledge. These practices not only improve students' linguistic abilities, but also help them navigate the modern globalised world of law with cultural sensitivity and mutual understanding.

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DEVELOPING BUSINESS MEETING SKILLS IN MULTICULTURAL EDUCATION

In today's globalized business world, effective communication skills are indispensable for professional success, especially in multicultural and multilingual contexts. Among these skills, the ability to participate in business meetings stands out as critical. For university students who are preparing for transitioning into the workforce developing these competencies is essential. This paper investigates how a Business Communication course enhances students' ability to engage in business meetings, aligning with the theoretical and practical aspects of teaching foreign languages within multicultural education frameworks.