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**EFFECTIVE STUDENT-CENTERED TEACHING STRATEGIES
FOR INTEGRATING PEACEBUILDING INTO ESP CONTEXTS**

**ЕФЕКТИВНІ СТУДЕНТО-ЦЕНТРИЧНІ СТРАТЕГІЇ ДЛЯ ІНТЕГРАЦІЇ
МИРОБУДІВНИЦТВА У ПРОЦЕС НАВЧАННЯ АНГЛІЙСЬКОЇ
МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ**

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ABSTRACT

The article explores effective teaching strategies and methodology for integrating peacebuilding principles into ESP contexts. The article reviews the evolution and development of the concept of «peacebuilding», and highlights the crucial role of establishing both short-term and long-term goals in achieving effective peace education. It is stated that to achieve lasting peace, peacebuilding education must be integrated into all aspects of social life, with educational institutions playing a pivotal role. Peace education interventions in academic institutions result in improved attitudes and cooperation among students, increased conflict management skills, intercultural competence and decreased violence. To reach the goal, classrooms must offer an inclusive and safe space for meaningful participation, dialogue and communication, encourage students to cooperate for further contribution to a more just and peaceful world.

Recognizing the growing need for students to navigate complex global challenges, the authors emphasize that effective peace education requires a multi-faceted approach that incorporates Social-Emotional Learning (SEL), promoting critical thinking, teaching conflict resolution skills, and building intercultural competence. The article further argues that to ensure effective peacebuilding within an EFL classroom and promote personal transformations of students from an average person to active agents who can analyze, evaluate, and create peaceful solutions, the educational process must be carefully structured and provided with opportunities for progressing from basic knowledge to

higher-order thinking. The authors propose a structured framework for the development of peacebuilding and conflict resolution skills, offering a roadmap for educators to guide learners through progressive stages of skill and knowledge acquisition via student-centered approaches, such as simulations, case studies, peer mediation, and collaborative projects.

Key words: *peacebuilding, conflict resolution, intercultural competence, Social-Emotional Learning, empathy, student-centered approaches, English for Specific Purposes.*

Topicality. In today's world, the role of modern education is not limited to the development of general intelligence alone; its primary goal is to help individuals become fully realized persons, shaping their worldview and fostering their cultural and spiritual development. Current education strives not merely to transmit knowledge from teacher to student; its purpose is to integrate the individual into the broader context of values accumulated by humanity across diverse fields such as science, art, philosophy, sociology, and religion.

The effectiveness of education is determined by the level of an individual's civility, their respect and responsibility and value-oriented attitude toward oneself, one's own life, society, and the surrounding world.

Recent research and studies. Although education may have specific characteristics in different countries, it must be based on universal human values. History demonstrates that even highly educated and professional individuals can instigate wars. This underscores the need to re-evaluate educational priorities to prevent violence and establish peace.

Despite the absence of formal documentation, historical evidence suggests the prevalence of community-based peace education strategies employed by human societies to transmit knowledge of conflict resolution techniques conducive to societal security. Perhaps the earliest written records of guidelines that teach others about how to achieve peace comes through the world's great religions. However, in its modern form peace education originated in the USA in the 1950s, when two American teachers and peace activists, Grace Contrino Abrams and Fran Schmidt, begin incorporating conflict resolution principles and practices into their classrooms' curricula and published a number of their conflict resolution lessons for the classroom. Their goal was to teach children and adults an understanding of the dynamics of conflict and to spread peacemaking skills in families, schools, communities, and around the world.

Shah, D. in his report on «Peacebuilding» points out that the term «peacebuilding» originated in the field of peace studies in 1975, when Johan Galtung coined the term in his pioneering work «Three Approaches to Peace: Peacekeeping, Peacemaking, and Peacebuilding» [9]. In the article, J. Galtung posited that «...peace has a structure different from, perhaps over and above, peacekeeping and ad hoc peacemaking... The mechanisms

that peace is based on should be built into the structure and be present as a reservoir for the system itself to draw up... More specifically, structures must be found that remove causes of wars and offer alternatives to war in situations where wars might occur» [3].

John Perry, S.J., citing J.P. Lederach's works agrees that peacebuilding «is more than postaccord reconstruction» and «is understood as a comprehensive concept that encompasses, generates, and sustains the full array of processes, approaches, and stages needed to transform conflict toward more sustainable, peaceful relationships» [8; 5]. Thus, peace is not simply a static state of being, it is an ongoing process, something that people actively build and shape together. It includes everything that happens before a formal agreement, like negotiations and confidence-building measures, and everything that happens after, like rebuilding communities and fostering reconciliation. This integrated approach must take into account the complex and multi-dimensional nature of the human experience and rely on broad social participation.

Ever since the 1970s there have been few attempts to flesh the essence of the concept «peacebuilding» and conduct research on peacebuilding and conflict resolutions including but not limited to: Reardon, B. (1988), who provides a holistic approach to peace education, emphasizing global responsibility; Stomfay-Stitz, A. (1993) and the study that provides context for the evolution of peace education and its integration into educational systems, including higher education; Salomon, G. (2002) whose work allows for a nuanced understanding of different types of peace education programs and their varying effectiveness. Shinoda, H. and Uesugi, Y. (2005) search for new approaches of peacebuilding; Sandy, S. (2001), Oliver Ramsbotham, O., Woodhouse, T. and Miall, H. (2011) offer insights into practical conflict resolution strategies that can be adapted and applied within higher education settings; Svyrydenko, D., Zou, C. and Gao, W. (2019) examine the role of higher education in peacebuilding and decolonization, providing a key theoretical lens for this research; Khomenko, H. (2019) explores the challenges of developing higher education in the context of addressing the aftermath of social conflict. Despite this collection of studies, there is still relative lack of understanding regarding the intersection of higher education and peacebuilding. Given the increasing global need for peacebuilding and effective conflict resolution strategies, particularly in the context of ongoing conflicts and societal divisions, clarifying the ways to bridge the connection between teaching of English for Special Purposes and the development of crucial peacebuilding skills is of paramount topicality. This exploration becomes *the subject-matter of the article*.

Results and discussion. Leading scholars have offered diverse definitions and understandings of peace education, however all of them emphasize its role in combating a culture of war and fostering a culture of

peace. We will agree with the broad definition of the United Nations (UN) which defines a culture of peace as «a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations» [10].

For peace education to be effective, it must simultaneously respond to pressing, immediate concerns and cultivate lasting change within society. Thus, it is essential to establish both short-term and long-term goals.

In the *short term*, peace education in EFL must act as a rapid response mechanism to escalating violence. This involves equipping students with the skills and knowledge to navigate immediate threats or tackle conflicts that can arise in the classroom and eliminate them in the present moment. However, solely focusing on immediate responses is insufficient for creating lasting peace. Therefore, peace education must also pursue *long-term* objectives, aiming to transform societal values and promote a culture of nonviolence. Ultimately, the role of peace educators is not only teach *about* peace but also create peaceful conditions *within* the learning environment itself, where students feel safe, respected, and empowered to contribute to a more just and peaceful world. This holistic approach, encompassing both short-term interventions and long-term societal transformation, is essential for achieving sustainable peace.

To achieve the desired goals, peacebuilding education must be integrated into all aspects of social life, with educational institutions playing a crucial role. Peace education interventions in academic institutions result in improved attitudes and cooperation among students, increased conflict management skills, intercultural competence and decreased violence. However, mainstreaming peace education is not straightforward. The space for peace education needs to be found within existing systems, where complementary work can be undertaken. While a universal solution does not exist, several fundamental principles and methodologies are indispensable. These include the promotion of healthy interpersonal relationships and a peaceful ethos, the addressing of structural and cultural violence within learning environments, careful consideration of pedagogical practices, the linking of peace education initiatives to both individual development and broader socio-political objectives, the establishment of connections between in-school peace education efforts and wider community practices involving non-formal peace promotion.

To foster peacebuilding skills, it is vital to prioritize student wellbeing – a continuous dynamic process that enables people to reach their full potential, cultivate their natural strengths, develop their capabilities, and navigate the daily challenges of life.

Brooks, C. and Hajir, B. in their research on peaceful school culture suggest that within the classroom attention must be paid to students':

- emotional wellbeing (happiness, confidence, and security),
- psychological wellbeing (resilience and autonomy),
- social wellbeing (good interpersonal relationships) [2].

Overall, a student's wellbeing is reflected in their active involvement in learning and social activities, a healthy sense of self (encompassing emotional management, self-worth, confidence, and independence), supportive connections with teachers and groupmates, and a pervasive feeling of safety, value, respect, and connection to their classroom and educational environment.

To create environments where peace is valued, practiced, and promoted in all aspects of life, from personal relationships to community interactions and political decision-making, classrooms must offer an inclusive and safe space for meaningful participation, dialogue and communication, encourage students to cooperate, and promote students' critical thinking, analytical tools, and skills in triangulating sources.

To enhance peace education within formal educational settings and maximize its effectiveness, it is necessary to examine not only the school environment, but both the structure and content of the curriculum. There is no one-size-fits-all solution for peace education, however, it must resonate with the realities of teachers and students. While no single model of peace education is universally applicable, specific key principles and approaches should guide its implementation within educational institutions, contributing to the wider aims of peace education and its role in broader peacebuilding processes. This involves key skills such as conflict resolution and communication, core values like nonviolence, democracy, gender equality, human rights, and environmental responsibility, as well as knowledge areas including history and the importance of coexistence, international understanding, and tolerance of diversity.

Promoting peace education requires a multi-faceted approach that incorporates:

- Fostering social and emotional learning (SEL) skills and encouraging empathy and respect for differing viewpoints. Hymel, S. and Darwich, L. emphasise that teaching SEL skills could promote the positive development of learners so that they can choose prosocial, nonviolent ways of building relationships with others [4]. P. Mileo states that to develop students who embody peace in their thoughts, actions, and interactions, and who strive for academic excellence, teachers must prioritize the integration of Social-Emotional Learning (SEL) within curriculum and educational practices as it equips students with the necessary tools to navigate complex emotions, build positive relations, and resolve conflicts peacefully [6]. This involves creating a learning environment where students feel safe to express their opinions, even if they differ from others via fostering a culture of listening,

understanding, and tolerating and/or recognition of diverse perspectives. This can be achieved by implementing: *perspective-taking activities*: a) *role-playing, simulations, or storytelling* to encourage students to step into the shoes of others and understand their experiences and viewpoints; b) *various discussions* in formats of debates, pannel or fishbowl discussions to facilitate respectful dialogue. For these strategies to be effective, it is necessary to establish clear rules for respectful communication, such as active listening, avoiding personal attacks, managing emotions, providing and receiving feedback, checking for understanding, and focusing on ideas rather than individuals; c) *collaborative projects* where students have to work together towards a common goal, even if they have different viewpoints. This encourages compromise, negotiation, and mutual respect;

– Promoting critical thinking: Is a crucial skill for peace education as it enables studentss to analyze information objectively, identify biases and prejudices, and make informed decisions. This can be attained by means of *inquiry-based learning* when students are encouraged to ask questions, explore different perspectives, and construct their own understanding of complex issues; developing *media literacy* which will provide learners with the skills to critically analyze media messages and identify bias, propaganda, and misinformation. This is particularly important in the context of conflict, where media can play a powerful role in shaping public opinion; applying *problem-solving activities* with complex problems related to conflict and peace and challenging students to develop creative and innovative solutions;

– Teaching conflict resolution skills and the importance of peaceful dialogue: This involves explicitly teaching students specific skills and strategies for managing and resolving conflicts constructively. It emphasizes the importance of communication, negotiation, and finding mutually acceptable solutions. The positive outcome can be achieved by providing *direct differentiated instruction* and teaching students specific conflict resolution models, such as the «win-win» approach or mediation techniques, *case studies* when real-life conflicts are analysed and the ways of how they were or could have been resolved peacefully are discussed. This helps students comprehend the practical application of conflict resolution skills and the consequences of different approaches; encouraging *peer mediation*, i.e. training students to act as peer mediators, helping their groupmates resolve conflicts peacefully. This empowers students to take ownership of conflict resolution and fosters a culture of peace within the learning environment;

– Bridging formal and informal educational settings to provide ongoing learning opportunities that promote peaceful behaviours: Peacebuilding education and strategies should operate both within and outside traditional educational settings. Learning activities designed to promote peace should be adaptable to non-formal and alternative educational environments.

Combining in-school and out-of-school strategies is a more effective and holistic approach, as it allows children to apply peacebuilding skills in practical, everyday contexts. Research by V. Miller and F. Affolter on peace education programs suggests: a) program design should involve both educators and community members from the outset; b) formal and non-formal educational efforts should be coordinated, ideally using a community-wide approach that engages various groups and events; c) peacebuilding activities should connect with existing community projects, such as environmental initiatives or local newsletters [7].

To create more effective and meaningful learning experiences for university students in the field of peacebuilding, educators should acknowledge and address these challenges, thus enabling this multi-faceted approach to work effectively:

- Context and complexity of conflict: conflicts are rarely transparent and unambiguous: understanding the historical, political, social, and economic factors that contribute to conflict requires in-depth analysis and critical thinking as simplification of complex situations can lead to inadequate solutions and misunderstandings. Moreover, students may hold deeply ingrained beliefs about conflict, often shaped by their cultural background, personal experiences, and media exposure. Educators need to facilitate open dialogue and encourage students to critically examine their own assumptions and biases. While promoting hope and positive change, peacebuilding education should also address the practical challenges and limitations of peacebuilding efforts, thus, a balanced approach that acknowledges both the possibilities and the difficulties is crucial.
- Emotional engagement: exploring violence, trauma, and injustice can evoke strong emotions in students. Thus, it is essential to create a safe and supportive learning environment while also encouraging critical reflection and analysis.
- Ethical considerations and diverse perspectives: when engaging in practical peacebuilding activities, it is crucial to consider ethical implications and ensure that students are adequately prepared and supported. Educators need to facilitate respectful dialogue and encourage students to consider multiple perspectives, create an inclusive learning environment that respects and values these differences.
- Promoting critical thinking and self-reflection: understanding one's own values, beliefs, and potential biases is crucial for effective peacebuilding. Educators should encourage students to engage in self-reflection and consider how their own identities and experiences might influence their perspectives on conflict and peace.
- Interdisciplinarity: a comprehensive understanding of peacebuilding requires integrating perspectives from various disciplines, including political

science, sociology, psychology, law, and history, although doing so can be difficult. Integrating these perspectives effectively can be challenging but is crucial for a comprehensive understanding.

- Utilizing Diverse Assessment Methods: employing a variety of assessment methods, such as essays, presentations, group projects, and self-reflections, can provide a more comprehensive picture of student learning.

To ensure effective peacebuilding within an EFL classroom, and promote personal transformations of students from an average person to active agents who can analyze, evaluate, and create peaceful solutions, the educational process must be carefully structured and provided with opportunities for progressing from basic knowledge to higher-order thinking. According to the Revised Bloom's Taxonomy it should incorporate [1]:

1. Remembering: students begin by recalling basic information or key concepts related to peace or conflict, such as conflict, violence, human rights, and resolution strategies. This could involve «nonviolence» or list the principles of nonviolent communication.

2. Understanding: moving beyond simple memorization, students learn to grasp the complexities of conflict, including its origins, diverse manifestations, complications and influence on individuals and communities. This could involve explaining the cycle of violence or summarizing the key arguments for and against a particular peace agreement.

3. Applying: students begin to utilize their knowledge and understanding to real-life situations, practicing skills like active listening, empathy, negotiation, and mediation. For instance, they might role-play a conflict scenario and practice using conflict resolution techniques to find a mutually acceptable solution.

4. Analyzing: students develop the ability to think critically and analyze complex situations, identify underlying issues, evaluate various peacebuilding approaches, and determine their effectiveness. This could involve analyzing a conflict case study, identifying root causes, key participants, and the successes and failures of implemented interventions.

5. Evaluating: students develop the capacity to make judgments about the value of different approaches, evaluate the ethical and practical implications of different peacebuilding strategies, and justify their choices. As an example, students might engage in an analysis of various ethical dilemmas encountered in peacebuilding, such as promoting forgiveness or using criminal prosecutions, justifying their proposed solutions using ethical principles and an assessment of their impact on achieving long-term reconciliation.

6. Creating: at the highest level, students are able to synthesize their knowledge and skills to create new approaches to peacebuilding,

develop innovative solutions to conflict, and design and implement their own peacebuilding projects. A practical example is students partaking in an international project to highlight the value of peace and promote peacebuilding and intercultural tolerance in their surroundings.

English lessons serve as a foundation for both knowledge acquisition and skill formation, where students can develop essential skills and intercultural awareness by integrating innovative, interconnected, and holistic strategies. Focusing on practical application can benefit students in developing peacebuilding skills and intercultural awareness, as collaborative projects allow students to interact directly with people from different cultures, fostering understanding and reducing prejudice. Collaborative online projects with students from other countries can also offer valuable intercultural exchange. In addition, experiential learning methods, such as simulations, role-playing, and storytelling significantly enhance peacebuilding and intercultural understanding by fostering empathy and perspective-taking through firsthand experience. These practical activities also cultivate decent communication, conflict resolution, and teamwork skills through realistic scenarios and collaborative projects. Furthermore, a group project designing a peacebuilding initiative requires students to work together, negotiate different ideas, and compromise to achieve a shared objective. Finally, analyzing case studies and developing solutions strengthens critical thinking and analytical skills, while the engaging nature of practical learning increases student motivation and knowledge retention.

Conclusions. To foster peace, educators need to reconsider the foundational aspects of effective peace education. Instead of aiming to create a peaceful generation, students must be empowered as «peacebuilders», i.e. active participants in re/building communities, and contributing to peace at all levels. This requires addressing the knowledge, attitudes, and skills related to peace with the revised long-term goal in mind. Peacebuilding skills need to be developed and applied through effective teaching and learning methods. In order for students to genuinely embody these qualities, they need instant opportunities to practice peace. By engaging in inquiry-based learning, collaborative projects, leadership, advocacy, and civic participation, students can mutually build peace initiatives based on respect, empathy, and tolerance. Effective peace teaching methods should be theoretically sound, contextually appropriate, sensitive to participant diversity, and aligned with learning objectives and peace training standards. Integrating peacebuilding practices into ESP equips educators with a valuable opportunity to develop well-rounded individuals capable of tackling the challenges of the 21st century.

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АНОТАЦІЯ

Стаття досліджує методику та ефективні стратегії для інтеграції принципів миробудівництва в контексти навчання англійської мови для спеціальних цілей. У статті здійснюється огляд еволюції та розвитку концепту «миробудівництва», підкреслюється вирішальна роль встановлення як короткострокових, так і довгострокових цілей для ефективної освіти з питань миру. Визначаючи зростаючу потребу в людях, які володіють навичками для вирішення складних глобальних викликів, у статті наголошується на важливості постановки як короткотривалих, так і довготривалих цілей, підкреслюється, що запорукою тривалого миру є не тільки навчання теорії миру, але й створення в навчальному середовищі атмосфери безпеки, поваги та рівних можливостей для студентів, які, засвоївши ідеї миру, отримують можливість реалізувати свій потенціал у розбудові справедливого та мирного суспільства. Стаття вивчає, як конкретні методи можуть сприяти розвитку міжкультурної компетентності, емпатії та навичок вирішення конфліктів серед тих, хто вивчає англійську мову, а автори наголошують, що ефективна освіта з питань миру вимагає багатогранного підходу. Цей підхід включає соціально-емоційне навчання, застосування стратегій з розвитку критичного мислення, навчання навичкам вирішення конфліктів та формування міжкультурної компетентності. Крім того, наголошується на важливості поєднання формальних та неформальних освітніх середовищ для створення більш комплексного та ефективного навчального досвіду. З цією метою стаття рекомендує впроваджувати підходи, орієнтовані на студента, такі як симуляції, кейс-стаді, медіація між однолітками та спільні міжнародні проекти для становлення мирного світогляду. У статті надаються практичні настанови та педагогічні рекомендації викладачам англійської мови щодо застосування основних принципів та етапів таксономії з метою розвитку мислення вищого порядку та ефективного включення тем миробудування в навчальні програми, що в кінцевому підсумку сприяє розвитку навичок миробудівництва серед студентів.

Ключові слова: миробудівництво, вирішення конфліктів, міжкультурна компетенція, соціально-емоційне навчання, емпатія, студенто-центричне навчання, англійська для спеціальних цілей.