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## **FOREIGN LANGUAGES IN ANALYZING AND MANAGING EXTREME SITUATIONS**

Analyzing and managing extreme situations is significant in modernity, encompassing crises emanating from natural disasters, technological failures, pandemics, and other challenges [1; 2; 3; 4]. In the context of academic disciplines related to foreign language (FL) studies, these topics gain particular importance, as the global nature of crises demands international cooperation, intercultural communication, and the use of professional terminology for effective problem-solving.

The study of extreme situation discourse within FL education not only helps students acquire specialized vocabulary but also fosters critical thinking skills, text interpretation, and intercultural competence.

The key thematic areas of extreme situation discourse that are particularly relevant for foreign language learners embrace crisis communication, ethical and moral, psychological and sociological, policy and governance, technological, scientific, cultural, legal, historical, leadership and management discourse [4, p.17].

Teaching students how information is communicated during crises involves exploring risk communication, managing public perceptions, and addressing misinformation. These lessons can be integrated into FL curricula through case studies, role-playing, and the analysis of crisis communication strategies in different cultures.

Exploring ethical dilemmas in extreme situations provides opportunities for students to discuss prioritization of resources, medical triage, and balancing individual rights with the greater good, all while practicing FL skills in debates, essays, and scenario-based exercises.

The psychological and sociological effects of crises can be examined through authentic materials, such as interviews, articles, and reports, allowing students to develop empathy and resilience while enhancing their language proficiency.

The analysis of government responses and public policies during crises offers students a chance to engage with complex texts and practice interpreting policy documents, enhancing their academic and professional vocabulary in the target language.

Teaching the role of technology and science in crisis management through FLs helps students grasp terminology related to early warning systems, disaster management, and scientific advancements, preparing them for careers in international realms.

Introducing students to the legal aspects of crises, such as emergency laws, liability, and accountability, provides a foundation for understanding international legal frameworks and their implications in multilingual contexts.

Examining how different cultures and historical events shape responses to crises enables students to appreciate diversity and learn from past experiences while engaging with authentic texts and discussions.

Leadership strategies in crisis situations can be analyzed through case studies and simulations in the target language, helping students practice decision-making and effective communication under pressure.

Introducing and combining these themes in FL instruction, universities can prepare students from various disciplines for effective communication and problem-solving in global and multicultural contexts.

The concept of professional codes is intrinsically linked to extreme FL situation discourse. For students preparing for careers in globalized and multicultural contexts – whether in forestry, engineering, IT, or other fields – understanding professional ethics and developing linguistic competence are essential for effective crisis communication.

In extreme situations, professionals face unique ethical dilemmas [1] that intersect with their ability to communicate effectively across cultural and linguistic boundaries. This connection is especially relevant in the context of FL studies, where developing these skills enables students to contribute meaningfully to crisis management in diverse environments. The key areas of focus include:

1. Adherence to professional standards: Teaching students to interpret and apply professional codes of ethics in crisis scenarios through foreign languages helps them engage with authentic materials, case studies, and role-playing exercises. These activities enhance their ability to navigate ethical challenges while maintaining clear communication in international settings.

2. Decision-making in crisis [3, p. 34-56]: Students can analyze decision-making processes in critical situations by studying real-world examples, such as medical triage or disaster management, through foreign language texts. This approach allows them to practice articulating solutions in the target language while understanding the complexities of urgency and thorough judgment.

3. Intrapersonal contradictions: Exploring conflicts between professional duty and moral imperatives can serve as a platform for discussions,

debates, and reflective writing assignments in FL courses, promoting both language proficiency and ethical reasoning skills.

4. Communication and information sharing: Students learn to address sensitive topics and convey distressing information effectively by analyzing crisis communication strategies and practicing scenario-based simulations in the target language.

5. Cultural and linguistic competence [2, p. 13-17]: Considering language barriers and cultural sensitivity is central in foreign language education. Training students to provide multilingual information and understand cultural nuances equips them to handle crises in diverse environments. This includes creating multilingual crisis response plans, interpreting emergency messages, and engaging in intercultural communication.

Effective communication is a cornerstone of crisis management. The discourse surrounding professional codes and linguistic competence within extreme situations highlights the importance of ethics, communication, and cultural sensitivity in crisis management. For students in FL programs, these themes offer an opportunity to develop critical thinking, intercultural awareness, and professional language skills.

By integrating these aspects into FL education, universities can prepare students to contribute meaningfully to global crisis response efforts. This interdisciplinary approach underscores the evolving nature of extreme situation discourse, where lessons from past crises inform future strategies, ensuring professionals are apt to deal with complex emergencies effectively and ethically.

## REFERENCES

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