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The proceedings present and discuss a wide range of scientific and practical achievements in applied linguistics including corpus investigation techniques, compiling specialized corpora, computational linguistics, psycholinguistics and sociolinguistics, translation studies, language teaching and learning.

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DEVELOPING SPECIALIZED ENGLISH VOCABULARY SKILLS IN CADETS OF NATIONAL UNIVERSITY OF CIVIL PROTECTION OF UKRAINE

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Teaching English for Specific Purposes, particularly to cadets of National University of Civil Protection of Ukraine (NUCPU), necessitates a specialized approach focused on mastering professional terminology. This focus is critical, as effective communication in international disaster response, civil defense operations, and collaborative training hinges on a precise understanding and application of domain-specific language.

The professional vocabulary for NUCPU cadets encompasses terms from fields like fire safety, emergency management, disaster medicine, rescue operations, and civil defense. Unlike General English, where vocabulary acquisition is broad, ESP demands a deep and functional mastery of these technical terms. To be more exact, it demands:

- operational clarity as misunderstanding a single technical term (e.g., confusing "evacuation" with "sheltering-in-place") can lead to critical operational errors in real-life scenarios;
- interoperability as working with international partners (e.g., NATO, UN agencies, international rescue teams) requires shared, unambiguous terminology as defined by global standards and protocols;
- access to documentation as a vast body of international standards, safety manuals, scientific research, and operational guides is published exclusively in English.

It is very important to understand that proficiency in the relevant professional lexicon is the gateway to this essential knowledge.

Effective teaching methodologies must be tailored to the cadets' professional context and learning objectives. It includes:

1. contextualized learning and scenario-based instruction.

Vocabulary acquisition is most effective when terms are encountered and used within relevant professional contexts.

In this case teachers can use different options like:

- simulated scenarios like imitating mock emergency calls, incident reports, and operational briefings written in English. For instance, cadets learn terms like

"incident command system," "hazard assessment," and "containment area" by actively using them while describing or managing a simulated chemical spill.

- authentic materials like documents such as safety data sheets (SDS), after-action reports, international agreements, and technical specifications for equipment. Analyzing these texts helps cadets understand the precise denotation and connotation of specialized words.

2. systematic terminology management.

A structured approach helps manage the large volume of technical vocabulary. It can be done with the help of:

- thematic grouping when terms are grouped not only alphabetically but thematically (e.g., terms related to "structural collapse," "HAZMAT (hazardous materials emergency response team) response," or "medical triage"). This reinforces semantic relationships.
- glossary and lexical cards when cadets should maintain a bilingual glossary focusing on English term – Ukrainian translation – professional definition in English – example usage. This practice promotes active recall and precise definition recall.

3. focus on word formation and affixation.

Professional terms often rely on common Greek and Latin roots, prefixes, and suffixes. Teaching these morphological rules significantly accelerates vocabulary growth.

- prefixes for quantity/location as understanding prefixes like *hyper-* (over/excessive, e.g., "hypothermia"), *sub-* (under, e.g., "submersible"), or *inter-* (between, e.g., "interagency") allows cadets to deduce the meaning of unfamiliar words.
- nominalization involves recognizing how verbs become nouns (e.g., "to ventilate" – "ventilation") is essential for reading formal operational reports.

Assessment should move beyond simple definition matching to evaluate the cadet's ability to use the terms accurately and fluently in spoken and written professional communication. This includes:

- oral briefings and debriefings:

Cadets must be able to deliver an English-language report on a disaster scenario using appropriate terminology.

- reading comprehension of technical texts tests the ability to extract key operational data from complex professional documents.

The ultimate goal of this specialized English instruction at National University of Civil Protection of Ukraine is to equip future civil protection officers with the linguistic

tools necessary for international cooperation and effective disaster management, ensuring they are globally competent professionals.