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процесі навчання, розвитку їхніх мовних навичок, а також здатності адаптуватися до різних комунікативних ситуацій.

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MINDFULNESS PRACTICE FOR ENGLISH LANGUAGE CLASSES

The application of mindfulness practices in English language learning involves: improving the organization and conduct of classes and confirming the effectiveness of the practice. This term was introduced by Jon Kabat-Zinn, who developed a method of stress reduction based on awareness. Since then, this method has found its application in many areas of human activity, including education. For the most part, researchers consider mindfulness as a special procedural quality of attention, which is characterized by focus on the present moment, openness and acceptance of new experience, and also emphasize the possibility of regulating and managing these qualities of attention [4, 5, 8]. In domestic science, the implementation of mindfulness practices has been studied

by L. Bondarenko, Yu. Tverdokhvalov [1], K. Varyvoda [2], O. Khrystuk [3] and others. Thus, K. Varyvoda emphasizes that “mindfulness practices improve the quality of education in general, they have a good effect on emotional self-regulation, as well as on building relationships, socialization, the ability to feel, empathize, and express oneself” [2, p. 118]. Important methodological questions arise: what are the goals and objectives of teaching English, how are classes organized, the duration of training and the effectiveness of the methods used, the assessment of the result obtained, etc. Studies show that people who regularly practice mindfulness have a sense of well-being, are more productive in their studies and work, and suffer from depression less often. The use of mindfulness practices in the educational environment has been the subject of academic and applied research in recent years. The main benefits of mindfulness practices are highlighted: reducing stress and increasing resilience, improving academic performance, and comprehensive personal development [10]. The practice of mindful learning develops the understanding that there are no unambiguous answers, but rather situationally appropriate solutions, reduces the need for excessive diligence by increasing internal interest in the learning process.

One of the aims of the Common European Framework of Reference for Languages (CEFR) is to ensure the formation of social agents of language – “every person is an agent of change in their environment, and change can be mediated through language” [6], i.e., students, when learning foreign languages, become social agents, performing tasks and actions in specific situations, environments and domains that are not necessarily language-oriented [6]. Mindfulness techniques in the English classes are one way of implementing the CEFR vision of making language learning more purposeful, developing awareness, attention and the ability to focus on the “here and now”, reducing anxiety about mastering a foreign language and developing self-efficacy. More and more schools abroad are implementing mindfulness programs to help students reduce anxiety and become more engaged in learning [7, p. 40–45]. Researcher Ellen J. Langer argues that foreign language teachers should not focus on checking facts about “what really is,” as the emphasis on checking knowledge is “mindless” and closely linked to a number of misconceptions about learning a foreign language [9], so mindfulness practice involves two main aspects: awareness and observation. English learning in this way involves not only mastering it, but also the formation of important skills: setting goals and being aware of one's resources, planning one's activities, choosing and analyzing strategies and tactics, and evaluating learning outcomes.

To summarize the considerations about mindfulness, it should be noted that mindfulness, like many other concepts, may be of interest to educators associated with different models of education.

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INTELLECTUAL PROPERTY OBJECTS PROTECTION IN SPAIN

Spain has shown strong economic growth and stability, positioning itself as a leading EU economy. In this dynamic environment, Intellectual Property (IP) plays a key role in boosting innovation and competitiveness. Spanish businesses, especially in such sectors as renewable energy, telecommunications, and biotechnology, are increasingly using IP rights to protect their innovations and strengthen their market position.

Spain has a long history of protecting their IP objects, which began with its first major law in 1828, which recognized the rights of authors. Spain joined