INCLUSIVE STRATEGY FOR WRITING ENGLISH IN INTERNATIONAL TREATY, DECLARATIONS

TRATEGIE INCLUSIVĂ PENTRU SCRIEREA ENGLEZEI ÎN TRATAT INTERNAȚIONAL, DECLARAȚII

CZU: [37.043.2:81`243=111]:341.12 **https://doi.org/10.59295/spd2024s.70**

Svetlana BUREA,
ORCID: 0000-0002-2858-383X
e-mail: burea.svetlana@upsc.md
State Pedagogical University ”Ion Creanga” from Chisinau
Nikoleta MELNIC,
e-mail: violeta.melnic82@gmail.com
State Pedagogical University ”Ion Creanga” from Chisinau
Corina AJDER,
e-mail: corina.ajder@social.gov.md
Ministry of Labour and Social Protection Republic of Moldova

Summary. *Inclusive Strategy for Writing English in International Treaty, Declarations was priority of official, working language in Internationalization and Globalization English in Convention, Agreement, Declarations, Treaty, and its implementation. Writing opening addresses, statements of Heads of Delegations, Statement of Declaration, Conclusion of Conference, of Meeting, Joint Committee, Declaration, Agreement, Treaty, Amendments, Revising, Conditions and Transitional Reserves, Friendly settlement, Unilateral Declaration sigh and ratify, enter in force and implementation. In Council of Europe was organised High-Level Conference on the Implementation of the European Convention on Human Rights, our shared responsibility in Brussels, 2015 and High Level Conference on the Future Proceedings on the European Court of Human Rights Interlaken, 2010. The EU is Moldova's leading trading partner, foreign investor, aid donor, leadership using a negotiation EU strategy. The Association Agreement between the European Union and the European Atomic Energy Community and their Member States establishes a new legal framework for the advancement of relations between Moldova and the EU towards a higher quality level – political association and economic integration with the EU.*

Keywords: *InternationalEnglish, European Treaty, Agreement, Declarations*

INTRODUCTION

To explore theoretical frameworks relevant to the teaching of writing in English as a foreign language or working language for International treaty.

To design and implement a methodology for teaching writing that incorporates inclusive strategies through project work.

To evaluate the effectiveness of this methodology in improving writing skills among intermediate English learners in International treaty.

To analyze how project work facilitates differentiated learning opportunities for students and learners with diverse educational needs in International treaty.

To investigate the role of teacher facilitation in enhancing the inclusivity and effectiveness of International treaty.

MATERIAL AND METHOD

The audio-lingual approach dominated the foreign language learning. Writing served to reinforce speech through mastering grammatical and syntactic forms. The Free-Writing Approach This approach stresses quantity of writing rather than quality. Learners should put content and fluency first and not worry about form. The communicative approach stresses the purpose of a piece of writing and the audience for it. Learners work with tasks that encourage to behave like writers in real life and to ask themselves the questions about purpose and audience: -Why am I writing this Conclusions, Recommendations, Agreement, Treaty? Readers are brought into writing assignments through writing back, asking questions, making comments. The Process Approach The teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing. This process of writing has more stages: prewriting, drafting, revising, editing.[2, p.214-216]

Friendly settlements and UDs are different procedures, yet are often connected: if a friendly settlement cannot be agreed then governments increasingly seek to make a UD. They have advantages and disadvantages for applicants, who should be advised on both when considering these mechanisms. Friendly settlements are permitted under Article 39 ECHR and Rule 62 of the Rules of Court. The ECtHR will usually set a time limit for any proposals; however, any time limit set may be extended. Unilateral declarations have become an increasingly common mechanism used by governments within the ECHR system. Making a declaration clearly acknowledging that there has been a violation of the Convention in the applicant’s case; and Giving an undertaking to provide adequate redress and, as appropriate, to take necessary remedial measures. [16]

Methods of legal approximation:

Maximum harmonization is described, that means that national law may not exceed the terms of the legislation.

Minimum harmonization that means it sets a thereshold whixh national legislation must meet. National law may exceed the terms of legislation if desired.

Selective harmonisation is used in case where the directive leaves vthe freedom of entrepreneurs, such as manufactures, to plroiduce and put in circulation goods on the harmonised rules, which are defined in the Directives, or under domestic legislations.

Partial harmonisation is used for approximation of domestic legislations that apply only to cross-border trade relations.

Harmonisation through mutual recognition of domestic legislations, the concept of healthy and safe products should not be much different between the EU Member States.

Method of mutual recognition of rights of control of each Member State to another Member State to check the fulfilment of certains conditions. [7]

The stages of academic writing are flexible and repetitive that can take place simultaneously, reveal not only what was learned, assimilated, but also what was passed through the cognitive and meta-cognitive framework of the learner. [8, p.13]

The article touches upon some experimental aspects of the formation of phonological competence. The purpose was to identify the motivation of the students for learning English, the difficulties encountered both by teachers and students when teaching/learning English, the phonological phenomena which turn out to be the most difficult ones, the didactical approach concerning the process of the formation of the phonological competence.[1]

Modern education is personal- and intercultural- oriented. Therefore, the formation of a personality, ready for intercultural communication, i.e., possessing formed intercultural competence, is of great significance. Effective intercultural communication is impossible without taking into account the value orientations and personality qualities of the communicants. That is the reason the value-emotional component is especially meaningful in the structure of intercultural competence. The article provides the basis of the need for emphasizing the value-emotional component in the structure of intercultural competence and defines its content (value and emotional components). [11, p.155]

Thus, the emotional component of the emotional-value component of intercultural competence implies the formation of such personal qualities as:

- openness to the knowledge of another culture and perception of intercultural differences;
- respect for the manifestations of another culture;
- empathy towards another culture; The value-emotional component in the structure of intercultural competence
- tolerance of other cultural perceptions, norms, behaviour and thinking;
- willingness to abandon preconceptions, ability to overcome stereotypes and lack of high expectations of communication with representatives of other cultures. [11, p.164-165].

This article argues that inclusive education is concerned with the quality of education, participation in learning and issues of equity and equality for all learners and not simply the process of placing learners identified as having special educational needs in mainstream settings. Nevertheless, inclusive education continues to be discussed in relation to learners with special educational needs. [15]

The following can be identified as the main task of research practice of master s students:

Mastering the skills of independent research activity in field of higher education, formation of the ability to use various methods of scientific knowledge in independent researches activities,Formation of the ability to solve scientific and research tasks using scientific information on the researched problem with the help of modern technologies,

Formation of the skills of creating a scientific text taking into account its formal and substantive characteristics based on the results of a independent study of the problems of higher education. [10, p.84-87]

The use of didactic principles is a condition of the efficiency of the teaching learning-assessment process. Combined harmoniously they ensure acquiring correct and intelligible pronunciation – the cover of the language and further successful mastering of the English language. The described specific principles can be implemented when following the didactic path to any foreign language lesson but English in order to obtain a good pronunciation. [12].

This article explores the foreign language English teachers' self-regulatory capacity as a central element in the expression of professional behavior within transformational and charismatic leadership. Another aspect explained is the self-perception of the foreign language teacher of the educational institution that is composed to: self-cognitive accessibility and non-cognitive skill constructs. Self-regulation refers to the process by which teachers seek to align their professional behaviors and self-concepts to regulate the achievement of promotion, prevention, or punishment. [9, p. 188].

RESULTS AND DISCUSSIONS

Writing, opening addresses, statements of Heads of Delegations, Statement of Declaration, Conclusion of Conference, of Meeting, Joint Committee, Declaration, Agreement, Treaty, Amendments, Revising, Conditions and Transitional Reserves, Friendly settlement, Unilateral Declaration sigh and ratify, enter in force and implementation.

Council of Europe was organised High-Level Conference on the Implementation of the European Convention on Human Rights, our shared responsibility in Brussels, 2015 and High Level Conference on the Future Proceedings on the European Court of Human Rights, Switzerland, Interlaken, 2010.

In first Conference was writing, audition, and debate Opening addresses, statements by Heads of Delegation, write Statement on the Brussels Declaration presented by Spain, Conclusion of Conference and signed Brussels Declaration of 27 mars 2015, which include Preamble, Action Plan and Implementation, adopt this Declaration in order to give political impetus to the current reform process the long-term effectiveness of the Convention system, implementation at national level, supervision of the execution of judgments, monitoring implementation this Action Plan.[13, p.133-156]

In Second Conference in the same procedure was adopt Interlaken Declaration Preamble. Conference, Action Plan, Implementation of the present Declaration. Declaration recall the responsibility of the States parties to guarantee the application and implementation the Convention. [14, p.125-127]

The EU is Moldova's leading trading partner, foreign investor, aid donor, leadership using a negotiation EU strategy.

The Republic of Moldova and European Uninon will sign an Association Agreement between the European Union and the European Atomic Energy Community and their Member States, on June 27, 2014 in Brussels, Belgium. The Association Agreement establishes a new legal framework for the advancement of relations between Moldova and the EU towards a higher quality level – political association and economic integration with the EU.

Other form of International Declaration was in differentes rounds, first meeting, second meeting, sigh the international treaty, European Union areas Association Agreement EU-MD (DSFTA), Common Aviation Area Agreement (CAAA) between the European Union and its Member States and the Republic of Moldova, Agreement RFG-MD for Cooperation in Development Implementation Agreement between the European Union and the Republic of Moldova establishing a framework for the participation of the Republic of Moldova in European Union crisis management operations 2013. Delegation in EUTM Mali 2014 expert in human rights.

CONCLUSIONS

Promote mother tongue and bilingual education at all levels by qualified bilingual (Englih first language or Exclusive) professor in differente matter International Law, International Relationships, Business Law, Education, Management of Education, Politicial Science, etc.

English writing Friendly settlements, unilateral declarations signed was remedies for violations human rights in Europe Council.

Ratifing the folowing international and European legal instruments in Inclusive Education:

1. Protocol nr. 12 of the european Convention of Human /Rights
2. European Charter for Regional Convention of Minority Language
3. Optional Protocol ti the Convention on the Rights of the child
4. Optional Protocol to the International Convention on Economic, Social and Cultural Rights.

Conclusion EU treaty

1. EU areas AA EU-MD, DSFTA EU-MD, CAAA EU-MD
2. Implementation of DSFTA is more important for accesion of EU and Single Market
3. Economic development and connectivity through the Priority Action Plan for trade under the DCFTA and the dedicated flagships of the Economic and Investment Plan (EIP). These focus on support to SMEs, trade, energy efficiency, human capital development as well as connectivity.

4. Better Coordination of DSFTA, *(Monitoring, Reporting and Communication, Public Awareness and Policy Dialogue)*
5. Implementation of AA EU-MD, DSFTA EU-MD, CAAA EU-MD, bilateral RFG-MD is more important for accesion of EU and Single Market and writing agreement in concordance of terminology of EU Business Law.
6. Application for Accesion Treaty in EU

REFERENCES

1. Alexandra, BARBĂNEAGRĂ, Svetlana DERMENJI-GURGUROV, Larisa USATÎI, Elena, ŢAP, Ion. BULICANU, Aspecte experimentale ale dezvoltării competenţei fonologice a cadrelor didactice pe tot parcursul vieții., ISSN - / ISSNe 2602-1463 In: *ACROSS* , 2021, nr. 4(2), pp. 107-115.
2. Svetlana BUREA,.Traditional and non-traditional in writing. In: *Reconceptualizarea formării inițiale şi continue a cadrelor didactice din perspectiva interconexiunii învăţământului modern general şi universitar*, 27-28 octombrie 2017, ISBN 9975-76-215-1. Chișinău., Universitatea de Stat din Tiraspol, 2017, Vol. II, pp. 214-218.
3. Alexandru CAUIA, V. MELNIC, Ghid pentru susținerea examenului de licență la disciplina Drept Internațional, Ed. Grafema Libris, IRIM, Chișinău, 2013, în coatutorat, 400 p.
4. Alexandru CAUIA, V. MELNIC, Ghid metodic privind elaborarea tezelor de licență, la ciclul I si tezelor de „Masterat” la ciclul II, – ISBN 978-9975-52-163-5Ed. Grafema Libris, IRIM., Chișinău 2013. – 54 p.
5. Vladimir MEDAK, Primas VERA, Handbook on the legal approximation as a key elements for the successful integration process on the Republic of in the European Union, Ed. Arc, Chișinău, 2022,https://cancelaria.gov.md/sites/default/files/handbook-on-the-legal-approximation_varianta-de-tipar-no-copy
6. Natalia SUCEVEANU, Stela BUIUC, Methodology for Law Approximation in the Republic of Moldova, Chisinau, mai, 2010
7. Lucia ȘCHIOPU, Aspecte teoretice ale dezvoltării competenței de scriere în limba engleză, Conferința “Traditie și inovare în cercetarea științifică” , XII, Bălți, Moldova, 6-7 octombrie 2023, Ediția 12, Vol. I. 2024. Bălți. ISBN 978-9975-50-318-1., pag. 10-13
8. Lucia ȘCHIOPU, Managerial communication – motivating foreign language teachers in the educational institution, n: *Science and education: new approaches and perspectives*, Ed. 25, 24-25 martie 2023, ISBN 978-9975-46-787-2,: (CEP UPSC, 2023, Seria 25, Vol.3, ISBN 978-9975-46-787-2., Chisinau, pp. 188-191. https://doi.org/10.46727/c.v3.24-25-03-2023.p188-191, https://ibn.idsi.md/ro/vizualizare_articol/189263
9. Larisa TKACHENKO, Formation of research skills of masters of vocational

education in the process in the process of professional training,p.84-89,Ştiinţă şi Educaţie Materialele Conferinţei ştiinţifice internaţionale, 2—25 martie 2023, Seria XXV, Ştiinţe Educaţiei, Chişinău 2023, ISBN 76-75-46-783-5, upsc.md, 2023, Chişinău.

10. TSYMBALIUK, Elena, BARBĂNEAGRĂ, Alexandra, DERMENDZI-GURGUROV, Svetlana. The value-emotional component in the structure of intercultural competence. In: *Buletinul ştiinţific al Universităţii de Stat "Bogdan Petriceicu Hasdeu" din Cahul, Seria "Stiinte Umanistice"*, ISSN 2345-1866 / ISSNe 2345-1904. 2022, nr. 1(15), pp. 155-165.
11. USATÎI, Larisa, BARBĂNEAGRĂ, Alexandra, DERMENJI-GURGUROV, Svetlana. Modelul pedagogic de formare a competenţei fonologice la studenţi – filologi. In: *ACROSS* , Numărul 4(2) / 2021 / ISSN - /ISSNe 2602-1463 , 2021, nr. 4(2), pp. 99-106
12. High-Level Conference on the Implementation of the European Convention on Human Rights, our shared responsibility, Proceedings Acts, Council of Europe, 2015
13. High Level Conference on the Future Proceedings on the European Court of Human Rights, Proceedings Acts, Council of Europe, Swirzerland 2009-2010, Council of Europe, 2010
14. https://www.boisestate.edu/englishsupport/for-faculty-and-staff/inclusive-teaching/
15. https://ehrac.org.uk/wp-content/uploads/2021/03/Guide-to-Friendly-Settlements-and-Unilateral-Declarations_August-2018.pdf