Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department

Collective Monograph

Specialists' Identity in Language Activity and Professional Communication

Dnipro, 2024

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"SPECIALISTS' IDENTITY IN LANGUAGE ACTIVITY AND PROFESSIONAL COMMUNICATION"

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LANGUAGE PROFESSIONAL TRAINING OF STUDENTS: THEORETICAL APPROACHES, PRACTICAL DIMENSIONS AND INNOVATIVE PROCESSES

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Abstract. *The article examines theoretical approaches to the language professional training of students, as well as analyzes practical dimensions and innovative approaches based on the study of the business Ukrainian language. The modern requirements for the language competence of students in a professional environment are investigated and the possibilities of introducing innovative methods to improve the efficiency of language training are considered. Language training of students is a key element of the modern educational system. In the context of globalization and the development of information technology, it is important to improve teaching methods, adapting them to the needs of the modern labor market. In this article, we will consider theoretical approaches to language training, measurement of practical aspects of this process and innovative approaches to ensuring effective educational activities of students. Language training of students is a key aspect of modern higher education that determines their readiness for the challenges of the global labor market. This article explores theoretical approaches to language training, taking into account also practical dimensions and innovative strategies.*

__Key words:__ language training, innovative technologies, competencies, business Ukrainian language.

Introduction. Over the past decades, the role of language training has grown due to the growth of international communication and the globalization of markets. Especially important was the language training of students, as it contributes to their successful inclusion in the modern professional environment. In this context, the study of the business Ukrainian language turns out to be a key element. Language training of students is an important aspect of modern education, as it determines the success in their future career and interaction in society. In our work, we decided to consider theoretical approaches, practical measurements and innovative approaches to the language professional training of students, in particular in the conditions of the modern information society. Language vocational training of students is a key element of modern education aimed at the formation of highly qualified personnel for the labor market. Modern higher agricultural educational institutions are faced with the task of effectively introducing innovative technologies into the educational process to ensure high-quality language training of students. The use of language assistants, artificial intelligence and virtual reality provides unique opportunities for

creating interactive and effective training of business Ukrainian language applicants for higher education.

A research problem. The study of the practical aspects of language training of students, in particular their skills in using language in a professional environment. This includes developing skills in writing, oral communication, reading and other aspects of language competence, developing and evaluating innovative methods and means of language training. This also includes the use of modern technologies, the study of the experience of using language-oriented games or simulations in the educational process. A separate area of research is the study of the peculiarities of the business Ukrainian language and the development of methods of its teaching to achieve the optimal level of language competence of students in a professional environment. The solution to these problems can determine the optimal approaches to the language vocational training of students and contribute to improving the quality of training in this direction.

Relevance of research. The relevance of the study is due to a number of key factors affecting the modern educational and professional sphere: The growing competition in the labor market requires students not only high professional knowledge, but also effective language communication in the business environment. The research is aimed at understanding and improving teaching methods aimed at developing the language competence of students. In the context of globalization, it is important to have effective language skills for successful cooperation and communication with representatives of different cultures and language groups. Noteworthy is the study and improvement of aspects of language training that will help overcome language barriers in professional interaction. The application of innovation in teaching is a key element in preparing students for modern professional life. The study is aimed at identifying and introducing innovative approaches to language training that meet the requirements of the modern market. The study aims to identify optimal theoretical foundations that best meet the requirements of the modern educational environment. Special attention should be paid to the study of the business Ukrainian language as a key tool for effective professional communication

in the national business and cultural environment. The study of the language professional training of students on the material of the business Ukrainian language is an actual and important direction of scientific activity aimed at the formation of highly qualified and adaptive specialists for the modern labor market.

Analysis of publications. L.Matsko, L.Palamar, M.Pentilyuk, L.Skuravsky, G.Shelekhova and other scientists conducted research on the problem of language personality formation. Much attention was paid to aspects of the essence and level model of the linguistic personality, in particular the development of national-linguistic consciousness, linguistic abilities, language-value orientation and other aspects. The process of forming a linguistic personality is complex and multifaceted, including human participation in communication - the main channel and communication with other persons. The main way to meet personal communication needs is speech, so it is identified as speech communication [1, p. 81].

General problems of professional training of specialistsThe agrarian profile is meaningfully presented in the works of S. Bilan, S. Zaskaleta, V. Karichkovsky, D. Melnichuk, V. Svistun and others. The problem of training future specialists in various fields of Ukrainian pro-professional vocabulary is the subject of scientific interest of numerous scientific studies devoted to teaching the Ukrainian language in the professional direction of stu-dents of a number of non-philological specialties - in the field of economics (V. Borysenko, N. Kostritsa, K. Likhacheva); jurisprudence (M. Kryskiv); market-gu (Yu. Mendrukh); Technical Sciences (T. Butenko, I. Drozdova, N. Totska) etc. Despite the significant unity of scientists in the theory and practice of teaching the Ukrainian language in a professional direction and a wide range of problem-maths covered, there is a lack of intelligence in modern domestic linguodidactics, where issues of the formation and improvement of linguistic and linguistic communication are being explored competence of students of higher educational institutions of agricultural profile. Exceptions include the few studios of A. Lazarev, R. Petrukh, G. Beregova, V. Karichkovskaya, O. Kraevskaya.

The aim of the article: is a deep analysis and systematic consideration of the issues of language training of students, covering theoretical foundations, practical

aspects and innovative approaches. The aim is to identify the key theoretical models that determine professional language training, analysis of practical aspects of its implementation and evaluation of innovative techniques in the context of the educational process. The article is aimed at highlighting current trends in language education in order to promote the development of effective teaching strategies and increase the linguistic professional competence of students.

Object of study: is the process of language professional training of students. The study analyzes theoretical approaches that form the basis for understanding and determining the content and directions of language training. The object is also the practical aspects of this process, in particular, its interaction with the real requirements of the labor market. Innovative approaches to language training aimed at improving the methods and technologies used in the educational process are also considered.

Research material. The rapid increase in information flows as a consequence of the ongoing globalization of the information age has made it necessary to computerize all aspects of society, including higher education. The development of a system of professional training plays a great role in the improvement of modern high-tech processes, for example, in the agricultural sphere. Development of new highly effective methods and models of training of specialists of various directions in the system of higher education, including in the agrarian sphere, contributes to meeting the needs of customer enterprises in highly effective specialists with intellectual andspeech development, language culture, knowledge in the field of speech business communication, able to build communicative professional space, able to quickly navigate in the information flow of different formats, analytically process information that can effectively integrate into the system of social interaction. In modern information and communication conditions, high-quality language proficiency is recognized as a vital necessity, a competitive advantage and one of the tools of self-realization of a professional. The means that allows students to participate more successfully in the ongoing social processes, there is Ukrainian language, language communication in the professional sphere in

Ukrainian. Modern agricultural production puts forward high requirements for agricultural specialists who must have professional communication at the proper language level. To this end, the academic discipline "Ukrainian language (for professional purposes)" is aimed at increasing the level of general language training, language literacy and communicative competence of students. Also, the discipline is aimed at practical mastery of the basics of official, business, scientific and conversational styles of the Ukrainian language. We share the opinion of I. Strazhnikova that it is necessary to prepare graduates for new conditions of life and professional activity, taking into account the strategy of development of Ukrainian society in the conditions of socio-economic reforms [2, p. 5]. In the context of forming the culture of student speech, A. Biletsky emphasizes the importance of linguistic knowledge for an educated person [3]. Language courses in higher education institutions of agrarian orientation focus on knowledge of the Ukrainian language as a dynamic system. Mastering terms by students is considered as a key aspect of the formation of not only terminological competence, but also the deepening of professional knowledge. We consider it expedient to note that the organization of any type of educational activity should begin with the choice of a specific set of principles. The principles of studying at the university are the main provisions [2, p. 68] and are aimed at fulfilling the main goal - the training of highly qualified specialists. This approach involves the use of general didactic and, in fact, methodological principles of training and education of the student. K.Ya. Klimova developed a system of general-didactic and actually methodical principles of teaching the Ukrainian language, which served as the basis for "pedagogical design of technologies for the formation of components of the linguistic and communicative professional competence of future teachers-nephrologists" [4, p. 191]. Additionally, it is important to note that the definition of the theoretical and methodological foundations of the problem of the formation of professional linguistic competence requires a discussion of works on general linguistics (V. von Humboldt, A. Potebnya, I. Ogienko). Ukrainian linguist, writer and ethnographer O. Potebnya emphasized that

the people are the creator of the language, and its national specificity arises from the national spirit.

This gives grounds to assert that the Ukrainian language reflects the powerful creative potential of the people with a high level of spiritual culture. Linguistic studies, in particular, distinguish the multifunctionality of language [3, p. 13]. We believe that the educational result of training a specialist in the agricultural sector in an institution of higher education should be marked by specific features determined by the specifics of agricultural production. This covers the diversity of products in livestock and crop production, as well as the need for a scientific and accessible explanation of the characteristics of the actions of agricultural workers. The growth of agricultural terminology, in particular in the context of the need for interaction with representatives of industrial production, also determines the need to determine the content of professional language and language-communicative competence of a specialist in the agricultural sector as a result of his higher education [5] Main directions of work with students of higher education institutions agrarian profile are implemented in the process of teaching disciplines "Business Ukrainian language (for professional purposes)". This training the subject is aimed at the development of such aspects of language training as grammatical-stylistic, communicative, terminological, lexicographic, cultural, professional and applied. In addition, the deepening of the lingknowledge of students to master professional terminology, formation high level of culture of oral and written communication in Ukrainian, for development of professional abilities in general. Therefore, in the process of teaching students of non-philological specialties in general, as well as agrarians in particular, it is important to pay attention to the characteristics of the main functions of speech (and, accordingly, speech, since specific speech acts are a way of implementing speech) – communicative, thought-forming, cognitive, emotionally expressive, conative, informational, aesthetic.

The worldview and values of future generations are largely shaped by the liberal arts education provided in higher education institutions. In the context of the European integration of Ukrainian society, the role of humanitarian education in both

humanitarian and natural and technical higher educational institutions becomes especially important. High-quality humanitarian education is an indispensable component of an effective educational process, which aims to establish a value system that unites national and universal principles. The study of humanitarian disciplines contributes to the development of the personality of the future specialist and prepares him for professional activity in society. In the field of agrarian education, special attention should be paid to strengthening the role of humanitarian disciplines and the humanitarization of other academic subjects. This involves the orientation of curricula to the needs of society, as well as global problems of mankind and the search for solutions in the future professional activities of students. Universal and national values should determine the moral compass in the professional behavior of graduates.

During the training, students need to comprehend the importance of a harmonious combination of knowledge and faith in their limitless possibilities for saving life on Earth. It is these highest values that should determine the mentality of the individual in society and serve as the basis for purposeful activity in the professional sphere. Therefore, the training of specialists should be a single process of their personal and professional development, providing conditions for self-realization of both personal and professional qualities, contributing to success in creative professional activity.

It is undeniable that modern specialists from agrarian educational institutions should have not only professional knowledge and competencies, but also personal and professional qualities, understand the importance of agrarian activity for society and have a high level of general culture.

Over the past decade, much attention has been given to education and effective training for national economies. In the era of informatization and internationalization of education against the background of global competition, the first question comes not so much the question of "What to teach?" how much "How to Teach?" to increase the efficiency of training and prepare graduates for professional activities. In these conditions, the social, economic and political role of universities is growing,

which in the modern world is unthinkable without reliance on scientific research and the introduction of innovative scientific developments into the educational process. In recent years, both in education and in the business environment, there have been qualitatively new changes in attitudes towards the goals and content of education: the main emphasis is not just on the acquisition of a set of knowledge and skills by students, but the ability to use them to solve life and professional problems, that is, the formation of a system set of competencies. The basic organizational and pedagogical conditions of formation of key competencies in the process of preparation of students are a set of innovative educational environment, structure and content of educational and methodological support for the formation of key competencies. The innovation of the educational environment is achieved by the introduction of specific innovative technologies into the educational process. At the same time, the teacher should not act as an "informant", in a systematized form representing the student material of the discipline, but a "manager", who designs, organizes, corrects, coordinates the educational and cognitive activity of students, creates for each of them an information environment and offers for the use of scientifically-based didactic tools, adequate to his style and degree of training.

Research work of students is a necessary condition for formation of professional appearance of a specialist of a new generation. Nowadays, a specialist in any field of activity is only competent when, in the context of rapidly changing social practices, he is able to critically assess the experience, develop their abilities, the ability to acquire new knowledge, using modern information technology. Students who actively participate in scientific research are distinguished by their professional and personal qualities. The majority of students have general and incomplete ideas about research activities, and the necessary skills are practically lacking. Scientific clubs created at the chairs should not only receive results on participation in conferences, but also become centers of scientific development. It is necessary to raise the quality of student conferences, to strive for high standards. Conferences should be held on a competitive basis: based on the work of student sections, scientific leaders, leading professors of the university should identify and award participants who provided the

best scientific presentations. This approach will allow to combine both the conference and the competition of student scientific works. This will significantly stimulate all participants of the conference. As a result, the problem of quality of the materials provided at the conference will be solved. Students usually take the competition of scientific works more seriously and responsibly, understand that the key criterion of selection is science.

In today's world, education plays an important role in the life of every person, because it not only helps in life, but also gives a great opportunity to develop as a person and to make a successful career. As you know, the most basic in a professional person is practical skills. However, if the expert has no theoretical understanding of the issue, then no practice will help avoid mistakes. Therefore, the importance of education should not be minimized. Many people agree that it is enough to get an education at a young age. But as time shows, you can and you need to learn all your life. Time does not stand still, and naturally does not stand in place the development of science and technology in general and in particular in the field of education. What we once studied may become almost useless, as some teaching technologies and techniques have changed so much that they may differ from those previously used. This raises the question of what the modern lesson should be for many teachers from different educational institutions to learn as much as possible from the material taught to them. Modern conditions of society require the training of a specialist of a new quality, because. need not only a competent worker, but a specialist who will always and everywhere be able to self-education, self-development, oriented to creative approach to their business, having a certain level of cultural thinking and being a multilaterally developed person. A student who graduates an educational institution must have the ability to learn throughout his life, and most importantly, that he has the desire and desire to do so. On the basis of the above, the modern teacher needs to constantly update the methods of teaching his subjects, to be able to cooperate with students, to encourage in them a creative attitude to the subject, Accordingly, using various non-traditional forms and teaching methods as well as innovative teaching technologies. Innovation (English:

Innovation) - Introduction of new forms, methods and skills in education, education and science. Innovative pedagogical activity is currently one of the essential components of the educational activity of any educational institution and, as a rule, creates the basis for creating the competitiveness of any educational institution in the market of educational services, determines the directions of professional growth of the teacher, his creative search, promotes the personal growth of students. The goal of innovative technologies in education is to prepare the graduate to live in a constantly changing world. The challenge of innovation in vocational education is to change the personality of the student compared to the existing education system. This is possible only through the introduction of new educational and training programmes. Such programs are designed to help to develop students' motivation to their actions, to independently process and use the information received, to form multifaceted creative thinking, to develop students using modern achievements of science and practice. Innovative learning technologies include interactive learning technologies, computer technology and project learning technology. Interactive learning technologies are ways of acquiring knowledge, forming skills in the process of relationships and interactions between a teacher and students in the educational process. Today there are the following forms of interactive learning technologies: problem lecture, didactic game, seminar-discussion, educational discussion, "brainstorming". As is already known, modern vocational training is difficult to imagine without the use and application of computer technologies, which allow to expand the areas of application of computer technology in the educational process, as well as the active application of multimedia technologies. If you conduct classes in the form of discussions and seminars, the technology of collective training is applied, as a result of which the solution of the problem situation posed to students is achieved. The use of innovative technologies changes the technology of testing students' theoretical and practical knowledge. As practice shows, computer testing is one of the modern methods of assessing the level of preparation of students. The advantage of computer test knowledge control is the ability to cover a large amount of material in the process of testing and thus to get a real idea of the knowledge of the student being tested. One of

the objects of innovative technologies in teaching is educational and research activities. Educational and research activities are understood as the process of joint work of students and teachers, which consists of such stages, characteristic for research, as the formulation of the problem, selection of methods of research and practical mastery of students of studying the theory of this problem, collection of material, its analysis and synthesis, conclusions. The use of computer presentations in training is also a form of innovative technology. Such classes activate the perception, memory, attention and thinking of students. Thus, it can be said that the use of information technology makes the learning process more effective and fruitful. And if information technology is used skilfully in combination with selected learning technologies, the necessary level of quality learning is created. The development of the modern system of higher education takes place in the context of the informatization of society and is characterized by dynamism, the use of diverse educational technologies, innovative methods and organizational forms of training. Significant changes in the national education policy are taking place in our country. One of the tasks of the modern university is to unlock the potential of all participants in the pedagogical process, providing them with opportunities to manifest creative abilities. The solution of these problems is impossible without implementation of the variability of educational processes, in connection with which various innovative types and types of educational institutions that require deep scientific and practical understanding are emerging. Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not themselves arise, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed. In the words of B. Methler-Maeb, innovation is the ability of a person to behave correctly in new situations [6, p. 49]. This means that one must be able to behave in new situations and find the right solutions to maintain independent and objective thinking. In contrast to the traditional presented educational material, modern forms of presentation of educational information allow to significantly increase the volume of

material, extending both the subject and the spectrum of its representation, facilitating the search, interpretation, selection of the desired aspect. At the same time, the design of pedagogical technologies taking into account the implementation of the teaching possibilities of information and computer technologies has to focus on such learning results as: the formation of skills to acquire knowledge independently, to carry out various types of independent activities to collect, process, transmit, produce educational information. Modern approaches to the use of web-technologies, constantly improving adequately intensive development of scientific and technical progress, presuppose the implementation of information interaction of participants of the educational process in various regimes. In doing so, the trainees may be oriented towards the use of the science information environment: Information and knowledge that are the contents of databases; electronic libraries, presentations [2]. The use of such means in education significantly increases the motivation of training, provides independence in solving educational problems, develops skills in using the means of information and communication technologies, and skills of network interaction. In the context of the informatization of education, the development of both traditional theories of learning and distance learning takes place. Information technology is a leading tool in distance learning, which plays an increasingly important role in modernizing education. Internet learning has a number of significant advantages: Flexibility – students can receive education at a suitable time and at a convenient place; Distance learning – students are not limited by distance and can study independently of their place of residence; cost – effectiveness - significantly reduced costs for long-distance training trips.

Innovation in education is a natural phenomenon, dynamic in nature and developing by results, their introduction allows to solve contradictions between the traditional system and the needs for a qualitatively new education. The essential feature of innovation is its ability to influence the overall level professional activity of the teacher, expand the innovative field of educational environment in the educational institution, region. As a systemic education innovation characterized by

integral qualities: innovative process, innovative activity, innovative potential, innovative environment. [7].

So, innovation in education is a process of creation, introduction and dissemination in the educational practice of new ideas, tools, pedagogical and managerial technologies resulting in higher achievement rates (levels) structural components of education, there is a transition of the system to a qualitatively different state. The word "innovation" has a multidimensional meaning, since it consists of two forms: the actual idea and the process of its practical implementation [8, p. 338 –340].

The innovative focus of the work of teachers is determined by the criteria pedagogical innovations, which include: a) novelty, allowing to determine level of novelty of the experience. Distinguish between absolute, locally absolute, conditional, subjective levels of novelty; b) optimality, which contributes to the achievement of high results at the lowest cost of time physical, mental strength; c) effectiveness and efficiency, which means a certain stability of positive results in the activities of the teacher; d) possibility of creative application in mass experience, implying the suitability of the tested experience for mass introduction in vocational education institutions. Consequently, humanistically oriented and innovatively directed educational professional training process in vocational institutions education lays the foundation for their professional improvement throughout vital activity.

Language education in Ukraine involves improving the technology of the educational process and approaching the requirements of modern society. Modern society requires highly educated and intellectually developed citizens who are able to communicate freely at a professional level and recognize the status of the Ukrainian language as a native and state language [9, p. 3].

The course "Ukrainian language (professional orientation)" in universities implements competent, functional-activity and personality-oriented approaches to teaching the Ukrainian language, which meets the modern requirements of society.

Modern requirements for speech and language training of specialists are high. Future specialists should have a complex of professionally oriented knowledge, skills

and abilities necessary for the successful performance of professional duties and personal development. Ensuring the assimilation of general knowledge and the possession of the main tools for solving professional problems in the future is possible thanks to a competent approach to language learning. This approach aims to develop basic subject competencies of the linguistic personality, including language competence, which implies knowledge of orthoepic, spelling, lexical, word-forming, grammatical and stylistic norms. Speech competence is realized through listening, speaking, reading and writing. Sociocultural competence includes knowledge about national culture, history and so on. However, the most important is the functional and communicative competence, which implies the ability to effectively use language tools to create texts of various styles.[10, p. 13]. Language competence, which includes a system of knowledge of grammar, phonetics, vocabulary and stylistics of the Ukrainian language, is the theoretical basis for the analysis and synthesis of professional texts. One of the main tasks in classes on the Ukrainian language in the professional direction is the formation of a personality that reveals a high level of speech competence and can represent itself both in society and directly in the professional environment, using the means of speech. The communicative direction of the educational process aimed at the active speech activity of students is mandatory, which stimulates their desire to learn, improve language knowledge, express their thoughts and communicate effectively with others depending on the specific situation.

Formation of linguistic and communicative competence is a necessary component of high-quality training of a modern competitive specialist. This competence determines the successful job search and, in the future, career growth and the achievement of professional success of a graduate of an agrarian institution of higher education in his country.

Now scientists distinguish the following components of linguistic communicative competence: linguistic (knowledge of the norms and rules of the literary language and their skillful use in statements); sociolinguistic (ability to understand and create speech in a specific sociolinguistic context); illocutive

(formation and implementation of communicative intentions in messages); strategic (effective participation in communication); sociocultural, intercultural (understanding and using different aspects of national culture in different situations, taking into account the specifics of national cultures in intercultural communication); cognitive-epistemological (knowledge of the linguistic picture of the world); paraverbal (possession of non-verbal means accompanying speech and participating in the transmission of information) and others. [11, p. 53].

For students studying in non-philological specialties, of great importance in the formation of linguistic and communicative competence is the discipline "Business Ukrainian language (in a professional direction)". The main purpose of this discipline is to create a national-language personality, familiarize students with the norms of the modern Ukrainian language in professional communication, reveal the basic requirements for the creation and production of professional documents, teach professional speech, expand the dictionary with terminological and professional vocabulary, increase the general language level of future specialists and form practical skills of business oral and written communication in the team, as well as the development of communicative abilities.

During the assimilation of students accentuation norms special attention draw on the correct emphasis of the following words: адже́, багаторазо́вий, безготівко́вий, бюлете́нь, вида́ння, вимо́га, ви́окремлення, ви́падок, ви́трата, добови́й, добу́ток, дові́дник, до́гмат, завда́ння, зібра́ння, зру́чний, інду́стрія, катало́г, кварта́л, кори́сний, листопа́д, магісте́рський, ма́ркетинг, мере́жа, надли́шок, на́скрізний, нови́й, обра́ння, одина́дцять, одноразо́вий, озна́ка, пізна́ння, по́значка, по́милка, порядко́вий, промі́жок, ра́зом, ри́нковий, роздрібни́й, сере́дина, симетрі́я, сільськогоспода́рський, стовідсо́тковий, текстови́й, уподо́бання, фахови́й, фено́мен, чергови́й, щодобови́й.

Working through spelling standards, the first thing to focus onwords whose spelling has changed: вебмайстер, вебсервер, вебсторінка, віцепрезидент, віцепрем'єр, ексдиректор, екстраклас, максімода, мідіодяг,

мінідиск, мінікомп'ютер, попмузика, пресклуб, пресконференція, пресреліз, проєкт, пів години, пів Європи.

When studying morphological norms, we perform exercises for the correct formation of noun forms. Useful are tasks that offer to write masculine nouns of the second cancellation in the generic case: аграрій, акт, редактор, місяць, листопад, матеріал, документ, ветеринар, банк,фінансист, об'єкт,кошторис, сайт, текст, варіант, долар, показник, алгоритм, синтез, квартал, університет, комбайн, сервіс, прогрес, звіт, Київ, Лондон, жаль, зміст, професор, квиток, пуск, список, стан, депутат, кіловат, процес, банк, файл, алгоритм, архів.

We pay considerable attention to the correct formation of male and female middle names, their introduction into various forms of appeals. We also devote time to the formation of forms of degrees of comparison of adjectives, compliance with the norms of conjugation of numerals and their coordination with nouns, the correct creation of verb forms and the normative use of prepositional constructions.

While mastering lexical norms, we pay a lot of attention correct use of paronyms and words of foreign origin, in particular distinguishing language units абонент – абонемент, адрес – адреса, адресат – адресант, будинок – будівля, громадський – громадянський, досвідчений – освічений, економічний – економний, ефектний – ефективний, завдання – задача, кампанія – компанія, комунікативний – комунікаційний, об'єм – обсяг, особовий – особистий, поверховий – поверхневий, професійний – професіональний, свідоцтво – свідчення, статут – статус, тактовний – тактичний, ділянка – дільниця, виборний – виборчий, військовий – воєнний. The main problem in our region is the presence of bilingualism, which affects communication through such linguistic phenomena as vernacular and surzhik. These language deviations are widespread in the language practice of numerous students. An example would be the use of words "приймати участь" (брати участь), "бувший студент" (колишній), "по власному бажанню" (за власним бажанням), "із-за хвороби" (через хворобу) etc.

To correct our students of this type of error, except for the usual forms of work, we also use, for example, linguistic games such as "Antisurzhik", where students have the opportunity to independently identify and correct in text surzhik elements. Of course, such work on improvement speech is not limited to classes only, but continues extracurricularly. This is a personal example of the language culture of the teacher, which should be a model for imitation, and attracting students to participate in educational activities, creative competitions, for example, through circle work.

Language professional training of students is determined by the versatility of theoretical approaches that help in the formation of their speech competence. One of the key areas in this context is the cognitive approach, which focuses on the psychological and cognitive aspects of the process of language acquisition. The cognitive approach highlights the importance of understanding psychological processes in language learning. This aspect focuses on analyzing the ways in which students perceive, assimilate and process language information. The cognitive approach considers the development of cognitive functions such as memory, attention, and thinking. The study of language in this context becomes not only the assimilation of rules, but also the development of intellectual abilities. The application of interactive methods, such as discussions, role-playing games and projects, allows students to actively interact with language material. This contributes to a deeper understanding and memory. The introduction of multimedia tools in learning helps to create a stimulating environment, activates the visual and auditory memory of students, facilitating the process of mastering speech. The cognitive approach to language training of students turns out to be key in understanding the processes of language acquisition and use. The introduction of this approach allows you to effectively develop the language and cognitive skills of students, preparing them for successful professional activities in the language environment.

Language training of students is determined by a variety of theoretical approaches, among which an important place is occupied by a functional approach. This approach emphasizes the functional use of language in specific situations and the specifics of its application in a professional environment. The functional approach

emphasizes the need to teach students to use language in specific situations of their professional activities. An important part of the functional approach is the development of communication skills aimed at effective communication in various professional contexts. The use of tasks that simulate real situations of professional communication allows students to master the language in the context of their future professional activities. Simulation exercises, where students reproduce professional situations, contribute to deepening their understanding of the functional use of language. The functional approach involves assessing students ability to use language effectively in real-world situations, which takes into account their communication skills. A functional approach to the language professional training of students is a necessary component of modern education. It allows you to form not only grammatical skills, but also to develop communicative and professional abilities necessary for successful entry into the world of professional activity.

The modern world is steadily moving towards the use of technology in all spheres of life, including education. Business Ukrainian language as a component of language training is no exception. The use of electronic learning platforms allows students to learn business Ukrainian in any place and time, promotes the availability of materials and interaction. The use of virtual classes and webinars creates an opportunity for interactive study, discussion and practical application of educational material. The development and use of mobile applications contributes to the individualization of the learning process and stimulates students to continuous improvement. Technology allows students to learn the language at a time and place convenient for them. The use of virtual environments promotes greater participation and interaction. Using AI to individualize learning and adapt to the needs of each student.

Among the current directions of information technology development in higher school foreign researchers point to the use of artificial intelligence, use of various devices and gadgets in the educational process, etc. AI as a general term to describe a number of technologies and methods, such as machine learning, natural language processing, data mining, neural networks or algorithms are becoming more common

in higher education. Researchers emphasize the effectiveness of machine learning during the study foreign language, in agricultural, clinical, educational research [12, p. 51]. The prospects of AI can be evidenced by the names of companies that study this topic. By the number of patents issued AI technologies, first place takes Microsoft, then IBM, Samsung, Qualcomm, Google [13, p. 62]. For today using AI in education, a number of tasks related to processing and analyzing data such as making predictions (e.g., forecasting success), formation of individual educational trajectories, compilation schedules and curricula, modeling of academic processes and risks (e.g. student expulsion risk), adapting the learning environment under the requests of applicants, support for educational courses, etc. The use of AI in education opens up many new opportunities and transforms learning processes. Here are some ways that artificial intelligence can be applied in education. First of all, it concerns the provision of several pedagogical technologies, in particular adaptive learning, personalized learning, interval training, automatic assessment of educational achievements with the possibility of analysis of responses and provision of personalized assistance, evaluation teachers/teachers, etc. Quite promising and an effective technology in remote education is adaptive learning, which involves adjusting the content of education within individual educational components based on the analysis of educational achievements of applicants for education [14, p. 16]. Artificial intelligence can promote personalized learning, creating individualized curricula that address needs and the abilities of each applicant for education. It analyzes information about the training student progress and learning style, predicting next steps, challenges and providing recommendations to optimize the learning process. The use of AI makes it possible to automate the evaluation processstudents. This allows you to analyze the answers to tasks, check correct answers and give feedback. Thanks to this easier work of the teacher and more objective and faster assessment of applicants for education. Artificial intelligence can be used to create virtual assistants and chatbots that can answer students' questions, provide support and assistance in the learning process. They can work round the clock and provide an individual approach to each student. Smart technologies can help analyze large

volumes information about students, their educational progress, academic performance and others factors to make predictions about the most effective teaching methods, identify weaknesses and create recommendations for improvement curriculum. Using AI technologies, you can automatically generate a training material such as test tasks, exercises, and explanations. Maybe even a schedule for studying the discipline with methodological recommendations and calculation of time costs. This saves the teacher time and ensures constant updating and personalizing the training material. The use of AI has gained particular popularity in applications for learning languages. For example, the British Memrise application uses AI to adapt to the needs of a particular user during his training. Chinese ELSA app uses speech recognition to help get rid of the accent. In addition, AI can help teachers and teachers in their activities.

This is taken care of, for example, by the British startup CENTURY. The platform detects strengths and weaknesses of students and helps teachers to adapt to them. These are just a few ways to use AI in education, which opens up a lot of opportunities. The development and research of AI in education leads to the emergence of innovation and improvements in this system, contributing to a more efficient and more affordable training [15]. Artificial intelligence can be widely used in education for the purpose of improvement of the educational process and provision of individualized training. However, together with the potential benefits of AI, you need to be aware of its risks and challenges. that can lead to negative consequences Intelligent systems can have their limitations and make mistakes.

They may provide inaccurate or incorrect answers, especially in complex situations without taking into account the individual characteristics and needs of each applicant for education, since AI relies on general statistics and algorithms. The modern generation of students, born with gadgets in their hands, has experience distance learning, resorting to AI, may lose interaction with teachers, as well as social communication skills with peers. The development of intellectual technologies contributes to the loss of critical thinking and analytical skills, increasing the risks of students' dependence on automated solutions. ChatGPT and similar services put

students before the great temptation to cheat and use the chat to perform home task in a few mouse clicks. Texts created by GPT chat successfully are tested for plagiarism, and it happens very difficult. Even presentations will no longer be an objective criterion for verification knowledge, because AI can find information, structure it and place it on prose instead of a student [16]. The use of AI in education has its own risks and challenges that require attention and security measures. AI should be implemented with ethical attentiveness, ensuring transparency, protection of privacy and rational application of technology. In addition, it is necessary to emphasize the development of critical thinking, academic integrity and promote a balance between technology and the human factor in education. Path to successful application AI in education is about understanding its risks and working on their management to achieve the most positive impact on learning and development of applicants for education.

Due to current trends in education, distance learning is becoming more and more relevant. Specialized training, in particular in business Ukrainian, for agrarian students in these conditions requires the improvement of methods and approaches. Distance education in the field of agrarian science causes the need to adapt pedagogical strategies and educational materials to the specific requirements of students. In particular, the study of business Ukrainian language requires interactive methods that provide interaction and involvement of students. One of the advantages of distance education is access to a wide range of online resources. Students can use video tutorials, interactive assignments, and webinars to learn and improve business speech skills. An important element of training farmers is taking into account the peculiarities of their professional industry. Language material and tasks should be aimed at practical use in the agricultural environment, which makes training more effective. Conducting assessments and reporting in an online format requires the development of new strategies and techniques. Effective use of online assessment tools allows teachers to get an objective view of student performance. Business Ukrainian language is an important component of the training of agrarian students, and distance learning can be a successful tool for its study. Adaptation of pedagogical

methods and the use of modern technologies will provide high-quality language professional training of students in remote conditions.

Conclusions. Theoretical approaches to language professional training of students are an important component of the formation of specialists who can communicate effectively in a professional environment. The study of the business Ukrainian language and the application of various techniques, such as error detection and correction, contribute to the development of students' language skills, preparing them for the challenges of the modern professional world. The cognitive approach to language training of students turns out to be key in understanding the processes of language acquisition and use. The introduction of this approach allows you to effectively develop the language and cognitive skills of students, preparing them for successful professional activities in the language environment. A functional approach to the language professional training of students is a necessary component of modern education. It allows you to form not only grammatical skills, but also to develop communicative and professional abilities necessary for successful entry into the world of professional activity. The use of technology in the study of business Ukrainian language opens up new opportunities for students, providing them with flexibility, accessibility and interactivity. However, it is necessary to take into account technical limitations and shortcomings, to promote innovation and improvement of the language learning process in accordance with the requirements of the modern world.

Prospects for further research. The research can improve the existing methods and technologies used in teaching business Ukrainian. Consideration of innovative approaches, such as the use of Internet resources, multimedia tools and other modern means, can contribute to improving learning efficiency. Also studying the interaction of the business Ukrainian language with the professional environment: Analysis of the influence of the professional environment on the use and development of the business Ukrainian language can help to understand the real requirements of the working market and contribute to the improvement of training programs. Study of language competence in the context of intersectoral interaction:

Consideration of the role of business Ukrainian in intersectoral interaction can reveal the features and requirements of various professional industries and indicate the needs for their further improvement. These areas can contribute to the expansion of knowledge in the field of language training of students, as well as the introduction of effective pedagogical solutions in higher education.

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