Collective Monograph

Training of Specialists in Language Activity and Professional Communication

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

Collective Monograph

TRANING OF SPECIALISTS
IN LANGUAGE ACTIVITY AND
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INFLUENCE OF DIGITAL INNOVATIONS ON TEACHING BUSINESS UKRAINIAN LANGUAGE IN PROFESSIONAL TRAINING OF AGRARIAN

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Abstract. *The article studies the introduction of digital technologies and innovative approaches in teaching business Ukrainian for students of agricultural specialties. The necessity of using interactive platforms, multimedia resources, and adaptive training programs to improve the quality of professionally oriented language training has been substantiated. The authors examine the effectiveness of digital tools like online tests, business communication simulations, and virtual environments that aid in the development of language competencies and communication skillsParticular attention is paid to the methods of integrating professional vocabulary and situational modeling into the learning process. The results of the study confirm that innovative approaches to teaching business Ukrainian contribute to the formation of competitive specialists who can communicate effectively in a professional environment.*

Keywords: *digital technologies, innovations, business Ukrainian language, agricultural specialties, interactive training, professional communication.*

Introduction. In today's era of digitalization, education has become more important than ever. The integration of new information technologies into the teaching of various disciplines, including linguistics, offers vast opportunities to enhance learning quality, respond to contemporary challenges, and address students' needs. Digital tools, for example, enable the development of interactive language-learning platforms, where students can apply theoretical knowledge in real-life contexts. The use of artificial intelligence and machine learning further personalizes education by tailoring materials to match each student's level of understanding and specific needs.

Multimedia resources, such as interactive videos, podcasts, and webinars, also expand the scope of distance learning, making high-quality educational content accessible regardless of students' geographical locations. Furthermore, digital

technologies support the cultivation of critical thinking, creativity, and information literacy – core competencies essential for success in the 21st century.

Thus, incorporating new technologies into the teaching of linguistic disciplines not only enhances students' knowledge but also equips them for effective participation in a rapidly evolving information society. Educators who transitioned to distance or blended learning formats have faced the challenge of identifying new digital tools to maintain the effectiveness of the learning process. This work will explore some digital tools that can be integrated into the teaching of the university course "Business Ukrainian Language."

The research problem. The rapid development of information technology is reshaping teaching methods, particularly in language education. In the context of globalization and swift digital advancement, there is an increasing need to adapt education to these new realities. The teaching of Business Ukrainian, a vital component of professional training, can greatly benefit from digital technologies, improving both the quality of learning and student motivation.

Relevance of the research. In the context of globalization and intensive development of digital technologies, proficiency in business Ukrainian becomes critical for effective professional communication in various fields of activity. In particular, the introduction of the Ukrainian language as mandatory in business communication in the public and private sectors requires specialists not only knowledge of the language, but also the ability to apply it in professional activities. At the same time, digitalization of education opens up new opportunities for teaching, but also creates new challenges. In modern realities, it is important not only to transfer knowledge, but also to adapt teaching methods to the rapidly changing needs of students, most of whom are accustomed to digital learning formats.

Analysis of publications. The problem of using digital technologies in the educational process was considered in their writings by domestic researchers V.P. Bezpalko, V.Yu. Bykov, M. YU. Bukharkina, R. S. Gurevich, M. I. Zhaldak, M. Yu. Cademia, O. V. Karelina, E. D. Patarakin, L. S. Shevchenko, I. YU. Shahina

and others. Digital capabilities in the process learning a foreign language was investigated by Yu. V. Zagrebnyuk, Yu. A. Zapolskaya, V.E. Krasnopolsky, L. I. Marine, P. I. Serdyukov and others.

Indicates the growing attention of scientists to a multidimensional approach in understanding communicative competence [1; 11]. This approach covers not only linguistic aspects, but also sociocultural [2; 9], psychological and technological factors that affect the interaction process [3; 10]. Particular emphasis is placed on the development of digital competence in the context of communication skills, since modern technologies radically change the ways of communication and require new knowledge and skills from users [4; 12].

Researchers are also actively studying the influence of factors such as language characteristics, cultural contexts, personal characteristics and social conditions on the formation of communicative competence in various social groups and professional communities [5; 5]. In general, recent scientific works demonstrate a stable interest in the issue of communicative competence as a key factor in successful communication in modern society. At the same time, the expansion of the concept of this phenomenon and the improvement of approaches to its assessment and development are noted.

The aim of the article is an analysis of the influence of modern digital technologies on the formation of communication skills among agrarian students.

The objectives of the study are: the aim of the study is to conduct a comprehensive investigation into the potential of digital technologies to enhance teaching methods and address contemporary educational and professional demands.

The object of the study: the process of teaching business Ukrainian in higher education institutions through the use of digital technologies.

This object encompasses both traditional teaching approaches and modern methods based on the use of information and communication technologies (ICT), online platforms, mobile applications, interactive tools, and other digital resources, all designed to foster the development of professional language competencies.

Research material. Communicative competence is a key concept in modern linguistics and pedagogical practice, which determines the ability of a person to effectively interact with others through language in a variety of contexts and situations. For non-philology students, the development of this competence is of particular importance.

First, communicative competence provides future agrarians with the ability to deeply understand and correctly use language structures and functions. Students learn to recognize different styles of speech, which allows them to clearly and understandably formulate their own thoughts and ideas depending on the communicative situation.

Secondly, this competence contributes to the mastery of speech strategies for effective interaction with others. Agrarian students master the methods of adapting speech to the specifics of different audiences, while developing active listening skills, the ability to explain complex concepts and engage in dialogue with a variety of interlocutors.

Third, communicative competence plays an important role in the study and understanding of diverse texts. Students develop the ability to analyze and interpret speech manifestations, which contributes to the formation of their critical and analytical abilities.

In general, communicative competence is an integral part of the professional training of future agricultural specialists. It allows them to express thoughts and ideas clearly and convincingly, adapt to various communicative situations and build effective interaction with others.

The use of innovative learning technologies is the key to high-quality training of highly qualified specialists in their field. In the National Doctrine of the Development of Education of Ukraine in the XXI century, it is noted that education "is a means of transferring hereditary wealth to the future and building up the intellectual spiritual and technical potential of the people, an effective factor in the modernization of society, strengthening the authority of the state in the international

arena" [6]. However, it is possible to fulfill these tasks only if education itself is subject to modernization, the key principles of which should be the revival of the national and cultural traditions of the Ukrainian people, democratization and humanization of the entire educational process. Modern education nowadays practices appropriate technologies. They contribute to: individualization of learning; active activation of applicants for education; strengthening the coexistence of teachers and applicants (pedagogy of cooperation).

Students should have the skills to think, understand the essence of things, comprehend ideas and concepts, interpret and apply them in specific conditions. It is through it became necessary to apply innovative teaching technologies. To leading learning technologies include: - situational learning technology (case-method);

- game technologies;

- project technology;

- problem learning technology;

- Information and communication technologies (ICT);

- technologies for modeling professional activities;

- integrative-modular training technology;

- technology for solving inventive problems, etc.

This explains the necessity of employing innovative learning technologies. The current situation in the country, brought about by the war, has not only radically altered the lives of each individual but has also had a profound impact on the processes of training and upbringing the younger generation. These extensive changes have created an urgent need to integrate digital technologies into the educational process, enabling the adaptation of educational modes and styles in response to the emerging needs under varying circumstances.

In light of the recent global and Ukrainian developments, the adoption of online education has become a pivotal approach to sustaining the educational process amidst wartime conditions. Simultaneously, the demand for the digitalization of the educational environment continues to increase, as its capabilities are constantly expanding.

Modern agricultural machinery, military equipment, and other technologies are operated by computer systems, making digital competencies essential for employment across various industries, including agriculture. This poses new challenges for education systems, which must train specialists capable of adapting to the rapid advancement of digital technologies.

Educational institutions today should be ready to train specialists who will master the skills of working with digital tools and will be able to work in conditions requiring a high level of digital literacy. This applies to both educational applicants and teachers who must use modern digital devices and software to achieve educational goals [7]. The term "digital technologies" means artificial intelligence, robotic and cyber systems, Big Data, paperless technologies, Internet of Things, 3D-druk, unmanned and mobile technologies, cloud and fog computing, biometric technologies, identification systems, quantum technologies, blockchain, etc. [8]. Among the newest areas of development of digital technologies are:

- the use of virtual reality in addition to distance learning;

- the transition from the emphasis on "hard" skills (hard skills) to the development of "flexible" (soft skills), including creative thinking, self-organization and the ability to self-development;

- removing barriers between related branches of knowledge through digitalization;

- personalization of educational trajectories through online technologies, which is especially important for students with disabilities;

- integration of online education elements into the traditional offline format [9].

Digital technologies are an important element of modern education, which makes it possible to improve its quality and accessibility, responding to the challenges of today.

The modern development of society and technology necessitates the constant updating of higher education curricula. Particular attention should be paid to teaching the Ukrainian language in a professional context. Modern teaching methods

should take into account the needs of students of different specialties and contribute to the formation of their professional competence.

This allows you to improve the linguistic image of students and prepare them for successful entry into the modern professional environment. The relevance of teaching the Ukrainian language in a professional context is due to a number of factors affecting the language sphere and professional skills of students of higher educational institutions.

The analysis of the main problems, conducted from the perspective of the modern pedagogical paradigm and linguodidactic research, allows to identify the following aspects: changes in the language environment, the impact of war on the language situation, the formation of patriotic identity, the introduction of technologies and innovations, the development of international communication, orientation to professional needs, as well as increasing motivation among students [10]. Formation of speech and communication skills of students is one of the key tasks of modern education. In an information society, a specialist must have the skills to quickly perceive information, the ability to find the necessary data and communicate effectively. The level of vocabulary, speech culture and communication skills determine the professional skill and success of the individual. Researchers emphasize that a modern specialist must have a complex of competencies, including language, sociocultural, creative, etc. [11]. Consider the primary theoretical approaches to teaching the Ukrainian language with a professional orientation. The cognitive approach emphasizes the intellectual development of students. In a professional context, this approach not only aids in the development of language skills but also fosters critical thinking and analytical abilities. The enhancement of intellectual resources facilitates effective communication and the adaptation of linguistic knowledge to the demands of contemporary professional practice.

According to M. Pentylyuk, in modern conditions of language education, special attention should be paid to the use of cognitive and communicative methods. These approaches are aimed at achieving the main goal of language education - the

formation of communicative competence of students. They meet European standards in the field of language education. Each technique has its own specific tasks, but in combination they effectively perform the main function – the formation and development of the linguistic personality on the basis of systemic and continuous language education [12].

The innovative approach within the cognitive-communicative methodology necessitates the adoption of novel strategies for organizing and conducting lessons. Among these strategies, it is recommended to incorporate non-traditional forms of education, such as integrated classes, business simulations, and the modeling of typical communication scenarios.

Conducting such classes not only ensures the effective implementation of cognitive methods, but also contributes to the activation of cognitive activity, self-expression and self-improvement of students. This approach meets the requirements of modern linguodidactics and is recognized as an effective means of improving the process of learning the Ukrainian language in a professional direction.

The communicative approach in language teaching is focused on the practical use of language knowledge in a professional environment. Students acquire not only language skills, but also the ability to communicate effectively in professional speech situations. This approach is based on the principle that language training should be aimed at developing language competence, which includes a system of skills for successful communication. Particular attention is paid to the use of language in real communicative situations, especially in a professional context [10].

Modern teachers are faced with the task of improving higher professional education. Analysis of the theoretical material showed that today the most professional value have specialists with skills:

- critical thinking in working with information and its processing;

- flexibility and creativity in decision-making.

The main component of communicative competence is the linguistic component, consisting of norms and rules responsible for the formation of

grammatical forms, the correct use of phrases. Without language norms, no verbal communication is possible.

In practical classes, teachers pay special attention to the study of scientific and official business communication.

Practical classes focus on formal and business communication, in addition to oral speech, writing resumes and presentations are practiced, tasks are offered aimed at testing the skills of working with documentation. Thus, students of different areas of training, depending on the type of their future professional activity, learn to write applications, protocols, resumes, assignments, etc.

Digitalization of the educational process is a broad concept. This applies not only to distance education or students working with a computer, as some believe. Digitalization involves the use of information technology at all levels: not only educational, but also organizational (electronic magazines, chats with teachers). Technical innovations will affect different types of educational institutions: schools, colleges, universities, educational courses.

The growing popularity of information technology is easily explained by the fact that they make life more convenient and easier. Specific advantages of IT in the learning process are:

- Increasing the interest of students in the educational process;
- activation of independence and cognitive activity;
- A more visual and interesting presentation of the material;
- Access to large amounts of information, including off-course;
- Lack of documents for teachers;
- Feedback that facilitates communication between students, teachers and parents.
- The use of remote technologies and the ability to learn from anywhere in the world where there is a connection to Internet.

The next direction of digital education is adaptive learning. Each student has its own characteristics. Some people learn knowledge quickly, others slowly. One

is easier to perceive information by hearing (audiary), the other – visually (visual). The third is more suitable for subject activities (kinesthetics). But before, teachers in schools or university professors did not take these points into account: there was simply no opportunity to adapt to everyone.

Digital technologies of distance learning during the pandemic and full-scale invasion have become a real salvation for educational institutions. Not everyone and not immediately managed to introduce new methods. But gradually distance education is being introduced in most major universities in the country.

The pandemic is coming to an end, but many schools and their students have appreciated the benefits of remote education. Now you can get a diploma without even leaving home. It is more convenient and cheaper, so distance learning is gaining popularity.

Digital technology is also an opportunity to make the learning process more interesting by giving it the form of a game. This is called the game (from English. game - game). Its features:

- Competitive;
- Different levels of difficulty;
- Rating of achievements;
- Scoring.

The use of digital technologies in education is now very popular, as it corresponds to the trends of the time. Although they were introduced into the education system only recently, it is now impossible to imagine a school without them, let alone a higher education institution.

The purpose of digital technologies in educational institutions is to promote education, improve its quality.

The use of digital technologies allows you to create a full-fledged and high-quality educational process, comfortable for each side.

For teachers, they are an effective means of assistance, as they make it easy to get the necessary information, always be aware of events, prepare video lectures,

lectures, presentations, create multimedia tutorials, simulate professionally oriented cases and other materials that contribute to more interesting and exciting learning.

For students, they are also a tool for communicating with all participants in the educational process – students to each other or teacher and student, provide direct access to digital electronic resources, information systems, databases and data warehouses. Their daily use helps students develop the digital competencies necessary for study and further work.

Also, the consolidation of digital skills and the development of new skills and knowledge in working with digital technologies is facilitated by the use of distance learning, which was widely used by universities during the restrictive measures introduced during the Covid-19 pandemic and full-scale invasion. Learning remotely, students develop skills in the use of modern communication and information technologies, learn to use technology video communication.

We believe that learning through video communication is a rather convenient form of classes with students, which is advisable to use in parallel with full-time education in case there is no real opportunity for a personal meeting between students and the teacher. In addition, video communication is convenient to use for student consultations on various issues.

However, the practice of using online learning has shown that it also has a number of disadvantages: distance learning lacks one of the important components of educational activity, namely communication between the student and the teacher, students among themselves, the teacher and the audience. Lack of personal contacts between students and teachers, dialogue between subjects of the educational process, which is a source of confusion for many students, allows them to be inattentive to lectures and explanations of the teacher, reduces the motivation of students. The lack of control over the execution of tasks allows the teacher to provide a solution that the other person performs. It should also be noted that the lack of personal contact with the teacher prevents some students from correctly perceiving and assimilating the

material. Therefore, one of the most important tasks of teachers in the process of distance learning is to support the motivation of students to study.

Therefore, the teacher is even more responsible and, accordingly, his load increases, especially when using a written dialogue and checking the tasks of students.

In addition, for online courses and distance learning with students, such as the Moodle e-learning system, video lectures that are developed and prepared by the teachers themselves have been widely used in recent years. This work takes a lot of time, but not in all universities it is part of the workload of the teacher.

Therefore, agreeing with some scientists, we believe that the use of digital technologies increases the workload of the teacher in the development of educational materials, correspondence with students and in the verification of practical and laboratory work.

Given the complexity of organizing oral and written surveys of students in a distance learning environment, knowledge control was organized through testing, the possibilities of which in the Moodle shell format are extremely wide: multiple choice questions are used to match, correct/incorrect, short answer, etc. In the process of organizing the current certification, the teacher forms an impressive test base, from which the necessary number for the intermediate control is randomly selected. The teacher can set the time of the test, the beginning of work, the number of attempts.

The study of the Ukrainian language in higher educational institutions of the country is carried out within the framework of a professional orientation. It is common for young professionals to have to present themselves in the field of employment, project protection, or scientific work. Thus, among the main professional competencies, a graduate must have not only a set of professional skills, but also skills that allow him to demonstrate himself as a specialist through a dialogue, meeting or other type of presentation of himself as a highly qualified specialist. In this regard, an important task of university education is the formation of communication skills.

The teacher is faced with the need for careful study: 1) lecture material using graphic drawings, drawings and their approval; 2) practical classes; 3) tasks for independent work; 4) topics of abstracts, abstracts, reports; 5) a list of additional literature for self-study of students: textbooks, textbooks, manuals with an electronic link, manuals for solving problems;) test tasks to monitor the knowledge gained; 7) electronic directories on discipline; 8) electronic glossary; 9) criteria for assessing knowledge to clearly define the purpose of studying the discipline.

Today, programs are used to organize video lectures and practical classes on distance learning: "Zoom" is a free program for organizing video conferencing; "GoogleClassroom" is a free distance learning program from Google, an educational platform for interacting with students; Moodle is a popular distance learning and course creation program.

Lecture notes can be presented in the form of video materials, video clips, animated fragments in the form of electronic textbooks, photographs, sound recordings. The main advantage of electronic textbooks is interactivity. The capabilities of multimedia tools and methods make it possible to facilitate the process of understanding the material, as well as increase the speed of perception of the discipline under study.

Electronic lectures and textbooks allow the student to determine the structure of the teaching material by discipline, choosing those sections of the textbook that, in his opinion, are important and will be applied to practice. This learning process contributes to intellectual development, increased motivation and quality assimilation of the material.

Recently, due to objective reasons, online learning has developed. As opposed to using separate digital technologies and tools, online learning is associated with the active introduction of interconnected digital technologies, which involve the transfer of the entire educational process to online mode: the development and implementation of online courses on specially created web portals, which makes the educational process more dynamic, interesting and flexible.

It is believed that these tools can increase the interest of students in learning, increase their involvement in work. This provides access to higher education for a wider range of people who want to acquire it, provides students with the opportunity to independently choose the form of mastering the material, create a schedule of classes, thereby ensuring the individualization of the educational process.

Modern digital technologies can provide a personal learning environment, which leads to the fact that the roles of teachers and students are changing significantly. Students learn to be responsible for their learning process, and teachers are forced to take on the role of programmers, specialists in the formation of media resources and an effective learning environment and online instructors.

The introduced digital technologies and tools change both the educational environment and the role of the main participants in the educational process, as well as the rules of interaction between them, from which it can be concluded that the entire institution of higher education is transformed. We cannot deny that digitalization is now becoming global in all spheres of social life and is a natural stage of human civilization. The education system is affected by these processes and it is necessary to use them to increase educational opportunities. New times require new solutions in accordance with the interests of young people who have been in the process of digitalization since childhood. For young people, communication with digital technologies is a fairly familiar format. But the use of new technologies should be selective. Moreover, digitalization does not replace or abolish direct communication between teacher and student. We can say that the widespread use of new technologies emphasizes the importance of direct interpersonal relationships. Only a combination of traditional methods and digital technologies can improve the quality of education.

The widespread digitalization and development of information technology have a significant impact on the modernization of approaches to general, secondary and vocational education. Digital technologies have become an integral part of many educational tasks. Today Digital technologies (including information, computing,

mobile, network technologies) help the teacher to fully implement an individual-oriented approach to students in the learning process. We assume that the use of the lessons on business Ukrainian language in the professional direction of multimedia presentations, virtual boards (Padlet, LinoIt, Scrumlr), interactive complexes of tasks and exercises created using the services "LearningApps," "Kahoot!," "Quizizz."

Advantages and disadvantages of using digital technologies in training

For the teacher

Advantages

- Simplified preparation of lecture material;

- Use of various audiovisual materials in the audience;

- The ability to structure the content of educational information;

- Increasing the level of interactivity of the group;

- The ability to test students in a playful way;

- Create your own professional digital space.

Disadvantages

- Difficulties in working with large amounts of data with low quality of communication;

- The problem of teacher information training;

- Technical infrastructure imperfection

- Difficulties in stimulating cognitive student activity;

- Difficulty in evaluating achievements when

- Lack of personal communication with students;

- Additional training load (you need to supplement or create content, develop new forms for evaluation, etc.).

For the student

Advantages

- Increasing the level of autonomy due to various training options;

- Development of socially demanded personal qualities: learning, creativity, ability to apply knowledge in practice;

- Development of communication and social skills;

- Ability to maintain an individual training trajectory;

- Benefits for students with disabilities.

Disadvantages

- The problem of reliability and scientific educational value of information with the Internet;

- Ability to borrow and compile from information resources when performing various training tasks;

- Inability and unwillingness to critically carry out the selection of information;

- Inability to build a trajectory for independent learning.

The conditions of modern mixed education require more: to intensively look for ways to overcome such contradictions, in practice using various digital tools. In teaching Business Ukrainian, digital technologies present language as an object of research, and as a means of communication that implements the theoretical and practical aspects of mastering the content of the discipline.

Multimedia allows you to present the hierarchical system of language in hypertext design, develop language skills, improve the culture of language in the network space, contribute to the implementation of new effective methods of teaching independent work.

You can activate the activities of students in online lectures by applying forms such as surveys and voting on "Mentmeter", testing, quizzes or "Socrative","Kahoot! " or "Quizziz".

Yes, technology does not replace teachers. and replace its functions in the educational process, as well as improving the effectiveness of educational and non-educational activities, enriches them with new information resources. A feature of the course texts "Business Ukrainian Language" is their function, in the service of

official-business relations of various forms at the following levels: international, domestic, interpersonal, for enterprises, firms, institutions or various organizations. Features language of business papers is determined by the scope of their application, because business papers are intermediaries in the interaction of people in business communication. Therefore, business papers must have clarity, structure, objectivity, completeness of the information provided. The specifics of business communication characterizes a certain professional lexicon as a basis, including in business-type texts. This is mainly an informative language of business communication, because the terminology is based on stable formulations of wide application, as well as on the active application of clerical terms.

By using Moodle, you can make the process of student testing, intermediate, and final control as simple as possible.

Thus, the possession of new technologies allows you to increase the overall information competence in the field of linguistics, work with all types of information, develop communicative competence in the field not only face to face, but also electronic communication. The use of digital technologies is an important means to achieve high performance in teaching.

Critical thinking and analytical skills are lost as a result of the development of intellectual technologies, which increases the risk of students relying on automated solutions. Artificial intelligence 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 is becoming more widespread in higher education The efficiency of machine learning is emphasized by researchers in agricultural, clinical, and educational studies [13, p. 51].

About the prospects of artificial intelligence can testify to the names companies that deal with this topic. By number of issued patents of AI technologies, the first place is occupied by Microsoft, then IBM, Samsung, Qualcomm, Google [14, p. 62].

Today, with the help of artificial intelligence in education, a number of tasks related to the processing and analysis of data are solved, such as making

forecasts (for example, predicting success), forming individual educational trajectories, drawing up schedules and curricula, modeling academic processes and risks (for example, the risk of expulsion of students), adapting the educational environment to the needs of applicants, supporting educational courses, etc.

The use of artificial intelligence in education opens up many new opportunities and transforms learning processes. Here are some ways that artificial intelligence can be used in education.

Smart technologies have found their use in this plane. First of all, it concerns the provision of several pedagogical technologies, in particular adaptive learning, personalized learning, interval learning, automatic assessment of educational achievements with the ability to analyze the answers and provide personalized assistance, assessment of teachers/teachers by applicants for education, etc.

Quite promising and effective technology in distance education is adaptive learning, which involves adjusting the content of education within individual educational components based on an analysis of the educational achievements of applicants for education [15, p. 16].

Artificial intelligence can facilitate personalized learning by creating individualized curricula that take into account the needs and abilities of each education applicant. It analyzes information about the educational progress and learning style of the student, providing next steps, challenges and recommendations to optimize the educational process.

The use of artificial intelligence allows you to automate the process of evaluating students. This allows you to analyze the answers to the task, check the correctness of the answers and provide feedback. Thanks to this, the work of the teacher is facilitated and a more objective and quick assessment of the applicants for education is provided. Artificial intelligence can be used to create virtual assistants and chatbots that can answer students' questions, provide support and help in the learning process. They can work around the clock and provide an individual approach to each student.

Smart technologies can help analyze large amounts of information about students, their academic progress, academic performance and other factors to make predictions about the most effective teaching methods, identify weaknesses and create recommendations for improving the curriculum.

With the help of artificial intelligence technologies, it is possible to automatically generate educational material, such as test tasks, exercises and explanations.You can even draw a schedule for studying the discipline with methodological recommendations and calculating time costs. This saves the time of the teacher and ensures the constant updating and personalization of the educational material.

The use of AI has become especially popular in language learning applications. For example, the British application Memrise uses artificial intelligence to adapt to the needs of a particular user during his training. And the Chinese app ELSA uses speech recognition to help get rid of the accent.

In addition, artificial intelligence can help teachers and teachers in their activities. This is done, for example, by the British startup CENTURY.

The platform sees the strengths and weaknesses of students and helps teachers to adapt to them.

These are just a few ways to use artificial intelligence in education, which open up many opportunities. The development and research of artificial intelligence in education leads to the emergence of innovations and improvements in this system, promoting more efficient and more accessible learning [16].

Artificial intelligence is widely used in education in order to improve the educational process and provide individualized learning. However, along with the potential benefits of AI, it is necessary to be aware of its risks and challenges. that can lead to negative consequences. Intelligent systems can have their limitations and errors. They can provide inaccurate or incorrect answers, especially in difficult situations without taking into account the individual characteristics and needs of each applicant for education, since it relies on general statistics and algorithms.

The current generation of students, born with gadgets in their hands, has the experience of distance learning, resorting to the use of artificial intelligence, may lose interaction with teachers, as well as social communication skills of their peers. The development of intellectual technologies results in the loss of critical thinking and analytical skills, which increases the risks of students relying on automated solutions. ChatGPT and similar services put students in front of the great temptation to cheat and use the chat to perform their homework in a few mouse clicks. Texts created by the GPT chat successfully pass the anti-plagiarism test, and it can be very difficult to prove that a robot wrote them. Even presentations will no longer be an objective criterion for testing knowledge, because artificial intelligence can find information, structure it and place it in slides instead of a student [17].

The use of artificial intelligence in education has its risks and challenges that require attention and security measures. AI should be implemented with ethical care, ensuring transparency, privacy protection and rational use of technology.

In the further development of education through AI, it is necessary to focus on the pedagogical aspects of the use of technology. Teachers must have the appropriate skills to effectively use intelligent systems in their work and implement them in the pedagogical process. Collaboration between AI educators and developers is key to the successful implementation and adaptation of these technologies in training programs. Interaction of teachers with intellectual systems in education is an important stage in the development of modern pedagogical practice. Providing teachers with appropriate skills helps maximize the potential of intelligent technology to improve and develop modern learning. Another important aspects to consider is the increased availability of technology in learning. In general, the use of artificial intelligence in modern education creates prospects for the implementation of an individual approach to learning, improvement evaluation and development of critical thinking. However, it is important to ensure the ethical use and safety of technology as well as active participation of teachers in the implementation and development of these innovations.

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. The way to successfully use artificial intelligence in education is to understand its risks and work on their management to achieve the most positive impact on the learning and development of students.

At the present stage of development for Ukraine as an agrarian state, the issue of providing agricultural production with highly qualified personnel is acute, the professional qualities of which will allow solving issues of planning, management and production in various sectors of agribusiness.

The Ukrainian state, having a European vector of development, is interested in training specialists of a new generation. That is why the qualitative training of graduates of agricultural universities is designed to ensure the solution of this problem.

Given this, the modern student should be focused on constant self-development and self-improvement on the way to professional self-realization, and language training here occupies an important place, which should "purposefully teach students thorough skills: to build a speech essay, create a text, have rhetorical and professional speech, which has given linguistic and stylistic features and is characterized by a high level of expressive influence on the reader or listener," emphasizes M. Pentylyuk [18, p. 2-3].

As O.E. Gridzhuk notes, that in school the student masters certain competencies, in particular, speech, which implies the ability to listen, speak and understand; language, providing awareness of the system of knowledge about language; objective, contributing to the reproduction in the mind of the student of the linguistic picture of the world [19, p.76]. For a high school teacher, it is a task to develop these competencies in students and fill them with a new meaning, contributing to their formation as language personalities. To a modern specialist with higher education, in particular a specialist in the agrarian profile, modern production put forward high requirements, which imply fluency in the state language, as well as the ability to communicate professionally at the proper level.

Training of competitive specialists of agrarian profil e is one of the important tasks of modern education, as stated in such state documents as the Laws of Ukraine "On Education," "On Higher Education," "On Agricultural Advisory Activities," in the Decrees of the President of Ukraine "On the National Doctrine of the Development of Education in the 21st Century," "On Measures to Improve the System of Higher Education" and several others. To effectively and effectively solve these problems, it is necessary to form a business and speech culture among university students, for which the course "Business Ukrainian language in a professional direction" is intended. This academic subject is aimed at the development of such aspects of language training as grammatical and stylistic, communicative, terminological, lexicographical, cultural, professional and applied. In addition, it is significant to deepen the linguistic knowledge of students to master professional terminology, the formation of a high level of culture of oral and written communication in Ukrainian, for the development of professional abilities in general.

Given that each branch of knowledge has its own terms, some of them may have several meanings, the correctness of the use of which can only be ascertained from the context. When forming derived forms of terms, it is necessary to refer to dictionaries or reference books to prevent the occurrence of erroneous use of words. To solve such problems, we consider it expedient to compile terminological dictionaries for various specialties, which are being prepared students at the university. This work should be carried out in collaboration with teachers of special departments. This matter is complicated by the fact that the emergence of new words in the world does not stop due to scientific and technological progress, the development of the national economy, digitalization. This process continues continuously, contributes to the enrichment of our language, but also requires rationing. During training, it is very important to encourage students to work with dictionaries of various types, which will help them take into account the lexical compatibility and stylistic expediency of using words.

In studying the course "Business Ukrainian Language in a Professional Direction," students are supposed to master knowledge of the official business style and learn how to write a number of business papers. In addition to writing an autobiography and an excerpt from the protocol, students should be able to draw up a bibliographic description of the text, understand the principles of working with sources of scientific information.

In practical classes, attention is paid to the study of the norms of correct pronunciation, which primarily demonstrate the level of education of the speaker.

Business Ukrainian is a key tool for conducting official negotiations, preparing documentation, organizing presentations and carrying out business correspondence. Her knowledge promotes professional communication at a high level, ensures compliance with legal requirements in professional activities and increases the competitiveness of a specialist in the labor market.

The ability to clearly and competently formulate thoughts both orally and in writing is an integral part of the work of any professional, especially in conditions when most work processes require constant interaction with colleagues, partners and clients.

At lectures and seminars, students learn the basics of the business style of the Ukrainian language, the rules for drawing up official documents, and also get acquainted with the principles of ethics of business communication.

Practical tasks, such as creating resumes, business letters, minutes of meetings or presentations, contribute to the formation of students' practical skills necessary for professional activities.

The use of role-playing games and simulations allows you to simulate real business situations, which contributes to the development of communicative abilities and confident use of business language.

Analysis and study of samples of real documents help students to better understand the structure and specifics of official documentation used in the professional field.

Interactive technologies, including electronic courses, online tests and video conferences, expand the opportunities for mastering the business Ukrainian language.

When teaching business Ukrainian, the teacher may face a number of challenges caused by different levels of student training, dynamic changes in language standards and the need to integrate theoretical knowledge with practical skills.

The level of Ukrainian language proficiency in students can vary significantly, which complicates the organization of the educational process and requires an individualized approach.

The variability of the business environment affects language standards, which requires teachers to constantly update educational materials in order to ensure their relevance in accordance with modern needs.

Current approaches to teaching the Ukrainian language at universities are crucial for the formation of qualified specialists who not only have language skills, but can also successfully use them in professional activities in the conditions of the modern information society.

Formation of the culture of speech of applicants for education occurs throughout the learning process, but significant an element in this activity becomes the educational component "Business Ukrainian language", which is taught in the first year of study applicants. In the conditions of the Russian-Ukrainian war of 2022-2024 before higher education institutions of Ukraine the priority becomes the formation of an internal need among applicants for higher education constantly improve their speech culture.

The most effective methods of formation cultural personality of applicants for higher education classes on business Ukrainian language we consider: tasks and exercises to edit professional texts; performances before audience with a message or report (project method); work with the terminological dictionary according to the specialty, according to which the applicant for education is studying; test tasks and exercises that contribute to the comprehension and consolidation of language norms;

building oral dialogues on a given topic; tasks for the development of creative abilities.

In addition to mastering the theory, students must develop practical skills, which creates additional requirements for the organization of training, in particular the need to allocate additional time and resources.

The use of advanced technologies, such as artificial intelligence and online platforms, opens up new opportunities for increasing the efficiency of the educational process and actively involving students.

Mastering the business Ukrainian language is an important component of the training of modern specialists.

The use of digital technologies, such as interactive platforms, online classes and mobile applications, allows you to adapt learning to the individual needs of students, providing access to quality materials at any time. Virtual simulations of business situations help students simulate real professional challenges, developing communication skills in the context of the agrarian sphere.

Artificial intelligence enhances these benefits through a personalized approach to learning. AI-based tools such as chatbots, automatic translators, or grammar and style checkers help students improve language, analyze errors, and get instant feedback. Such technologies contribute to the creation of an adaptive learning environment that increases student motivation and engagement.

Higher education institutions play a crucial role in developing students linguistic competence by providing them with the knowledge and practical skills necessary for professional success. Improving teaching methods, introducing innovative technologies and taking into account the requirements of the modern labor market will contribute to the further progress of this direction in the educational sphere.

Conclusions. The use of digital technologies in the process of teaching business Ukrainian to students of agricultural specialties contributes to improving the efficiency of learning, providing interactivity, accessibility and personalization of the educational process. Based on the analysis, the following conclusions can be drawn:

Digital tools allow you to integrate relevant teaching methods that meet the modern needs of society and the agricultural sector. The use of online platforms, video tutorials and tests significantly increases the interest of students in learning business Ukrainian.

Interactive forms of training help students master real communicative situations, which is important for professional activity in the agricultural sector. Digital technologies provide students with the opportunity to independently plan their learning process, work at their own pace and exercise self-control. This contributes to the formation of key competencies necessary for a modern specialist. The use of multimedia materials and specialized programs allows harmoniously combining theoretical knowledge with practical skills, contributing to the formation of language competence focused on the professional sphere.

Digital technologies expand access to learning resources for students with different levels of training and individual characteristics, creating a comfortable environment for learning. Thus, the integration of digital technologies into the process of teaching business Ukrainian to agrarian students not only improves the quality of education, but also contributes to the training of competitive specialists who can successfully work in the conditions of the modern agricultural market.

Prospects for further research. The study of the use of digital technologies in teaching the business Ukrainian language opens up wide opportunities for further scientific research. The main promising areas are: an important area is the analysis of how digitalization of teaching business Ukrainian language affects the professional competencies of graduates and their success in real working conditions. The effectiveness of game elements in teaching business language can be analyzed to increase student involvement in the learning process.

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