

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

Collective Monograph



Training of Specialists in Language Activity and Professional Communication



Dnipro, 2025

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IN LANGUAGE ACTIVITY AND
PROFESSIONAL COMMUNICATION**

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Recommended by the Academic Council of DSAEU (protocol № 6 from 27.03.2025)

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Training of specialists in language activity and professional communication : a collective monograph / edited by T. Stasiuk. Dnipro : Printing House "Vakhmistrov", 2025. 310 p.

ISBN 978-966-934-678-0

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MODERN TRENDS IN THE METHODOLOGY OF TEACHING BUSINESS UKRAINIAN IN A HIGHER EDUCATION INSTITUTION

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Abstract. *The scientific research investigated modern trends in the methodology of teaching business Ukrainian in a higher education institution. It has been noted that modern linguistic and pedagogical science is constantly working on developing successful technologies and methods that motivate students to study their native language in a higher education institution, contribute to better mastery of language knowledge, and meet today's needs. It is argued that one of the main tasks of teaching the Ukrainian language in an agricultural institution of higher education is not only to transfer information to applicants, but also to awaken interest in learning the language, forming a linguistic picture of the world, mastering communicative tactics, developing linguistic thinking, and striving for linguistic self – improvement. It was emphasized that higher education students should learn to critically reflect on current problems of language policy and the language situation in the country in order to form in future agrarians a nationally conscious attitude towards the Ukrainian language as the state language, an understanding of the importance of its use during professional activities. It is explained that among the general competencies, future agrarians after studying business Ukrainian should develop the ability to communicate in the state language both orally and in writing; the ability to work in a team and have interpersonal interaction skills; the ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine; the ability to preserve and increase moral, cultural, scientific values and increase the achievements of society.*

Keywords: *business Ukrainian, educational technologies, a higher education institution.*

Introduction. It is well known that the Ukrainian language is the main sign of the identity of the Ukrainian people and has the status of the state language, which is enshrined in the Constitution of Ukraine (Article 10). On the territory of Ukraine, the Ukrainian language is mandatory for use during communication and the performance of functions by state authorities and local self – government bodies, as well as in other public spheres of life. To regulate the language issue and the situation in the country, the Law of Ukraine “On Ensuring the Functioning of the Ukrainian Language as the State Language” (2019). This law clarifies the status of the Ukrainian language and determines the procedure for its use and application.

Analyzing the law, legal scholar N. Kaminska emphasizes: “Today, it is necessary to create conditions at the state level for conscious national identification, preservation of national culture, traditions, customs, historical memory, and the spread of the Ukrainian language in the world. This is one of the key factors for the development of Ukrainian statehood, constitutional order and consolidation of the nation” [1, p. 96]. One of these conditions is the mandatory study of the Ukrainian language in all educational institutions of the country, which is recorded in Art. 7 of the Law of Ukraine “About Education” (2017): “The language of the educational process in educational institutions of all levels is the state language”.

Relevance of research. Thanks to recently adopted regulatory legal acts, more and more attention is paid to the study of the Ukrainian language, since knowledge of the state language is now not only a sign of a culturally and spiritually developed personality, but also an important requirement for specialists in any field. Specialists who are fluent in Ukrainian, able to communicate effectively in the professional sphere and during the performance of official duties, are in great demand in the modern labor market. Researcher I. Polyakova notes: “Unfortunately, there is a violation of the norms of the Ukrainian language among modern youth. This is manifested in a limited vocabulary, the inability to clearly and clearly state and justify one’s opinion, to logically and consistently present the material, as well as in the use of slang, which reduces the sense of responsibility for observing language norms in young people” [2 p. 2]. Also, language training is often insufficient among students who have chosen a specialty related to the agro – industrial sector, because future specialists in the field of agriculture focus mainly on obtaining applied knowledge and often neglect the study of humanitarian disciplines and improving language skills. This indicates a lack of awareness of the importance of developing communicative competence and language skills. Therefore, modern linguistic and pedagogical science is constantly working on creating effective methods and technologies that motivate students to study their native language in higher education

institutions, contribute to better assimilation of language knowledge and meet the needs of the time. This explains the relevance of our study.

The research problem. The development of a holistic system of teaching the Ukrainian language at non-specialized faculties of higher educational institutions, the creation of appropriate program and methodological tools and its application are impossible without studying the trends that determine the development of linguistic didactics in higher education at the beginning of the 21st century, as well as analyzing these trends to determine the most important and progressive ones in the context of modern linguistic and methodological thought. The replacement of some trends by others in language education in higher educational institutions is due, first of all, to the following factors: the integration of science into the global educational space; the dynamic development of social relations, science and culture; changes in economic life. However, the most significant factors in this process are, firstly, new priorities in state language policy in the field of national higher education; secondly, philosophical rethinking of the content of language education for future specialists; thirdly, the development of new state standards for higher education. The study of educational technologies for language learning is a relatively new task, since this important linguistic and pedagogical problem has been the subject of scientific works by prominent domestic and foreign scientists (S. Amelina, O. Lytvynova, T. Pakhomova, I. Polyakova, I. Sekret, O. Tarnopolsky, D. Brinton, M. Snow, M. Wesche, etc.). All researchers agree that the introduction of technologies into the educational process that meet the requirements of the time, in any case, contributes to increasing the efficiency of perception and assimilation of educational material.

The aim of the article. The purpose of this article is to study and describe modern technologies for teaching business Ukrainian in agricultural higher education institutions. First, the modern process of digitalization of all aspects of human life requires new forms and models of communication, which places new demands on interaction. Therefore, it is necessary to rethink language training for business oral and written communication, both in synchronous online mode in real time and in

asynchronous format at a distance. Second, the issue of applying the latest technologies in teaching business Ukrainian in agricultural higher education institutions has not yet become the subject of special research.

Scientific novelty. One of the main tasks of teaching the Ukrainian language in agricultural higher education institutions is not only to transfer knowledge to students, but also to stimulate interest in learning the language, forming a linguistic picture of the world, mastering communicative tactics, developing linguistic thinking and striving for linguistic self-improvement. As K. Taranenko notes, “language is a phenomenon that not only records the cognitive experience of humanity, but also largely determines the value orientations of both society as a whole and individuals” [3, p. 291]. Given this, it is important to identify modern effective methods and forms that contribute to the development of the linguistic personality of a higher education student. Educational technologies meet the needs of society and pedagogical science, since their application allows achieving high results in learning and creates favorable conditions for interaction between the teacher and the student. The integration of educational technologies into the teaching of business Ukrainian will help to involve students in active linguistic activity, creating conditions for the formation of a successful linguistic personality of the future agrarian.

Analysis of publications. The definition of “technology” in the Dictionary of the Ukrainian Language has the following meanings: 1) a set of knowledge and information about the sequence of individual production operations in the process of manufacturing something; 2) a set of methods for processing or processing materials, manufacturing products and conducting production operations. In science, the term “technology” is used in different contexts, giving different interpretations. In education, specific terms are distinguished, such as “educational technologies”, “pedagogical technologies”, “learning technologies”, “educational technologies”, “information and communication technologies”, “multimedia technologies”, etc. Scientists interpret these concepts differently, expanding or narrowing their meanings. In particular, M. Mykhailichenko and Ya. Rudyk note that “educational

technologies reflect the general strategy for the development of education, creating a single educational space, and pedagogical technologies implement the tactics of its implementation. Examples of educational technologies are the “Concept of Educational Development”, the Law of Ukraine “On Higher Education”, etc. Educational technologies include pedagogical, socioeducational and information and communication technologies. Pedagogical technologies include educational, educational and management technologies” [4, p. 23].

Educational technologies are educational and educational guidelines that determine how the educational process should be carried out. Such technologies that are appropriate in teaching business Ukrainian in agricultural institutions of higher education include: the Constitution of Ukraine, the Law of Ukraine “On Education”, the Law of Ukraine “On Higher Education”, the Law of Ukraine “On Ensuring the Functioning of the Ukrainian Language as the State Language”, the Concept of State Language Policy, approved by the Decree of the President of Ukraine dated February 15, 2010 No. 161/2010, the Concept of the State Targeted National and Cultural Program for Ensuring the Comprehensive Development and Functioning of the Ukrainian Language as the State Language, approved by the Cabinet of Ministers of Ukraine dated May 19, 2021 No. 474, the Concept of Reforming and Developing Agrarian Education and Science, approved by the Cabinet of Ministers of Ukraine dated April 6, 2011 No. 279. The latter refers to the presence of problems in the training of highly qualified workers and specialists with higher education in the agroindustrial complex, as well as the inconsistency of the functioning of agricultural education and science with the socioeconomic needs of society. Given this, it is necessary to highlight effective applied educational and educational pedagogical technologies for the language and communicative training of future agrarians.

The educational process in the discipline “Business Ukrainian Language (by professional direction)” in agricultural institutions of higher education, as a rule, includes lectures, practical classes and independent work, which contributes to the study of topics that are not covered in lectures. Higher education students must learn

to critically reflect on the problems of language policy and the situation in the country in order to form in future agrarians a nationally conscious attitude towards the Ukrainian language as the state language, as well as an understanding of the importance of its use in professional activities. O. Rezunova and V. Rezunova note that “a specialist must not only understand the modern market requirements for the chosen profession, but also be adapted to new social and cultural forms of global business interaction” [5, p. 98]. After studying business Ukrainian, agricultural students must be able to effectively participate in scientific and professional communication, as well as take a responsible attitude to their future profession, strive for self-development and self-improvement.

After graduating from a higher education institution, agricultural education graduates must acquire general and professional competencies in order to become qualified specialists, highly cultured individuals, and competitive employees. Among the general competencies that students must develop after studying business Ukrainian, there are the ability to communicate orally and in writing in the state language, the ability to work in a team, the ability to interact interpersonally, the realization of their rights and responsibilities in civil society, an understanding of the history and development of the subject area, as well as the ability to search, process, and analyze information from various sources.

Technologies for teaching business Ukrainian. Based on the purpose, orientation, nature of interaction between the teacher and the student, as well as the organization and form of learning, it is possible to distinguish several groups of pedagogical technologies that should be implemented in the process of teaching business Ukrainian in a professional direction. In particular, these are: technologies focused on personally oriented learning, technologies that contribute to the activation and intensification of the activities of applicants, and technologies focused on the organization and management of the educational process.

Technologies of personally oriented learning assume, each applicant is a unique individual, a subject of learning and self-development, who must gain

experience that will be useful for his everyday life, that is, life experience. The main goal of such technologies is the creative and comprehensive development of the applicant's personality. Within the framework of such technologies, cooperation technologies, humane-personal technologies and technologies of free education are distinguished. These technologies have a psychological orientation: the main attention is focused on the development of the student's personality, his communicative experience and moral and ethical attitude to the world around him. For the successful development of language skills and the formation of individual vocabulary and terminological stock of students, special attention should be paid not only to knowledge of the language, but also to the internal development of the student, his linguistic picture of the world and interests. In this context, the ideal formats of learning are self-education and self-education, therefore it is advisable to use traditional lectures, practical classes and individual tasks, including work in small groups.

Technologies focused on the activation and intensification of the student's activity are aimed at creating learning situations and forms characterized by high motivation of students to master language knowledge and the effectiveness of the process. Among such technologies, the following can be distinguished: game technologies, problem – based learning technologies and communicative technologies.

Technologies focused on the organization and management of the educational process are aimed at achieving results through the management of the transfer of information from the teacher to the student, the planning of information sources and feedback between participants in the educational process. Such technologies include: technologies of differentiated learning, individualization of learning and information and communication technologies.

Information and communication technologies are one of the most common in modern education, as they include the use of computers, electronic means, the Internet and other information devices. These technologies allow the use of various

information environments, such as text, graphics, video, photographs, animation and sound effects. In modern education, it is difficult to do without information and communication technologies both in offline education and in distance learning. They allow you to make classes more dynamic and interesting, ensuring high performance. Students are already accustomed to using digital tools in everyday life, so obtaining knowledge in this way is comfortable for them. Information and communication technologies include various types of educational computer programs, including simulators, computer games, and automated learning systems. The intelligent and appropriate use of such technologies, for example, through watching video lectures or online testing, is an important part of the educational process when teaching business Ukrainian.

Interactive teaching methods are based on dialogical communication between the teacher and students, as well as between the students themselves, which is a key element of the educational process. During the dialogue, students' communication skills, the ability to work in a team to solve problems, and their language and speaking skills are improved. We believe that it is thanks to interactive forms of teaching that it is possible to interest students in learning the Ukrainian language in a professional direction, promote their active participation in the educational process, and form the skills of applying the acquired knowledge in various communicative situations, both in everyday life and in professional and scientific activities.

Methods of teaching the Ukrainian language in a higher education institution. Fluency and deep knowledge of the state language, increasing its prestige and mandatory use in all spheres of public life are the main tasks of language policy and language education at the current stage of development of our state. Students must learn to speak their native language as the main tool of communication during classes in the Ukrainian language. Today, the main goal of the course “Business Ukrainian Language (for professional purposes)” in higher educational institutions is to teach professional communicative activities, which involves the use of methods

and techniques that help to effectively acquire practical skills and abilities for oral and written communication.

Acquired language and communicative competences become the basis for the formation of a highly qualified professionally oriented personality. Thus, in modern pedagogical science there is a need to find new approaches to language teaching, taking into account the professional orientation of students of higher educational institutions.

Let us consider the use of methods and techniques of teaching the native language in agrarian and economic institutions of higher education. General issues of methods and techniques of language teaching were studied by such well – known scientists – pedagogues as A. Aleksyuk, O. Bilyaev, I. Bilousenko, N. Goncharenko, S. Karaman, O. Kozhulenko, O. Kucheruk, S. Tsinko and others. In the methodology of language teaching there is still no single interpretation of the concept of “teaching method”. The most recognized definition of a teaching method is its understanding as a path of educational and cognitive activity of students, leading to the achievement of certain learning objectives. Language teaching methods are a system of purposeful actions of a teacher that organizes the cognitive and practical activities of students, ensures the assimilation of knowledge in the subject and promotes the development of relevant skills and the acquisition of necessary language skills.

In modern pedagogical science, the classification of general didactic methods has gained the greatest support, which include:

- 1) methods that ensure mastery of the educational subject (verbal, visual, practical, reproductive, problem – solving, inductive, deductive);
- 2) methods that stimulate and motivate educational activity (role – playing games, educational discussions, project method);
- 3) methods of control and self – control of educational activity (surveys, test tasks, control and independent work, test, exam, etc.).

In each method, methodological techniques can be distinguished, which are specific actions or operations for implementing the method in the lesson. Teaching is the smallest unit of a teacher’s educational activity, through which skills and abilities

are formed, knowledge is obtained, and students' educational activity is stimulated [6, p. 138].

To form Ukrainian language communicative competence of students of agricultural specialties, it is advisable to use leading general didactic teaching methods (explanation, organization of training, practice) and corresponding techniques (analysis, synthesis, comparison, classification, systematization, description, comparison, etc.).

According to the recommendations of scientists, no more than 15% of the teaching time should be devoted to explaining the theoretical aspects of the language, while training in Ukrainian language professional and communicative activities should be no less than 85%.

Professional and communicative activities consist of speech interaction in the professional sphere, the purpose of which is to achieve communicative and noncommunicative goals by the participants of communication using language. Such activities are implemented during Ukrainian language classes in oral and written forms and include both receptive (listening, reading) and productive (speaking, writing) aspects.

In the process of teaching professional and communicative activities, the correct choice of methods and techniques, their optimal combination, taking into account the characteristics of the student contingent, their basic language knowledge, speech abilities, and areas of training, are important. The content and nature of the methods and techniques of teaching Ukrainian language professional and communicative activities of students of agricultural specialties are determined by the specifics of the discipline "Ukrainian Language (by professional direction)", the ratio of theoretical knowledge and practical language and speech skills, as well as the principles of studying the material and the logical structure of the discipline.

For teaching the Ukrainian language in a higher education institution, the most suitable classification of methods is the method of interaction between the teacher

and students in lectures and practical classes. The methods of such interaction can be different:

1. The teacher presents the language material, the students perceive (lecture, argumentation).

2. The teacher and students exchange opinions on the selected topic and lesson plan in the form of a dialogue or discussion, express assumptions, provide arguments, formulate definitions, seek scientific and practical justification for the proposed ideas, and summarize conclusions.

3. The teacher organizes students' observations of the studied facts and language phenomena, after which a collective discussion takes place.

4. Students, under the guidance of the teacher, independently search for new information and knowledge about the language from various scientific and educational sources.

5. Students perform practical exercises, test and situational tasks, analyze what has been done, draw conclusions, gain new language knowledge, develop speaking skills and improve communicative competence.

For effective study of the Ukrainian language in higher education institutions of agrarian and economic orientation, which will contribute to its successful use during professional and communicative activities in the future, the following teaching methods can be distinguished: oral presentation of theoretical material by the teacher, conversation between the teacher and students, observation of students' language, work with textbooks, performing exercises, test and situational tasks, the survey method, problem based learning, programmed learning and interactive learning. According to O. Piddubtseva, interactive teaching methods "are methods that organize the process of social interaction in such a way that as a result of this interaction, students develop new knowledge, skills or abilities that are formed directly in the process of interaction or are its result" [7, p. 39]. To increase the effectiveness of the application of each method, it is advisable to use auxiliary means,

such as didactic and visual material, as well as technical and multimedia teaching aids.

Thus, to increase the effectiveness of teaching the Ukrainian language in higher education institutions, which will ensure the successful use of the language in future professional and communicative activities, in classes on the discipline “Business Ukrainian Language (by professional direction)” it is worth using modern general didactic methods and techniques. This will help develop cognitive strategies necessary for mastering the future profession, taking into account the cognitive advantages of students, as well as methods of problem based, programmed and interactive learning. The prospects for further research on this issue lie in a detailed analysis of the means of forming native language communicative competence of students of agrarian and economic specialties.

Communicative method of teaching business Ukrainian. For effective language learning, you can use “a functional – system methodological approach, as well as methods of analysis, synthesis, comparison, deduction, lesson observation and generalization of independent characteristics” [8, p. 190]. Today, there are favorable conditions for the implementation of innovative learning technologies (active learning methods, interactive methods), as they significantly improve the process of memorizing material, contribute to its comprehension and practical application. It is for this reason that interactive learning methods are increasingly recommended for professional Ukrainian language classes.

Today, when most higher education institutions have switched to distance learning, there is a need to find new methods of teaching the state language with an emphasis on national and cultural education, which can be effectively integrated into online educational interaction. O. Rezunova emphasizes that “the use of multimedia tools in teaching is extremely effective, because they are based on visual and auditory perception of the material. Multimedia technologies include animation, videos, sound, interactive capabilities, the use of remote access and external resources, work with databases, etc. These elements, controlled by special programs, form multimedia

systems” [5, p. 182]. O. I. Piddubtseva, in turn, notes that “teachers must constantly improve their technological competence in order to successfully use different approaches to learning. The use of information and communication technologies in the educational process will allow to achieve the set pedagogical goals more quickly” [7, p. 216].

These tools are effective for the development of language competence, however, in conditions of distance learning, when students are deprived of “live” communication, it is important to look for technologies that will be most useful for the development and improvement of communication skills of higher education applicants. The communicative approach is one of the most effective for teaching a language and forming communicative competence.

The communicative method, proposed by Dell Hymes in 1972, assumes that communicative competence is the ability of a native speaker to use and understand language in the process of communication and interaction with others in a social context. He also introduced a communicative approach to teaching English and developed a curriculum aimed at the successful development of communicative competence. Usually, the communicative approach is given great attention in the methodology of learning a foreign language. At the same time, the concept of a communicative approach appears in pedagogical science, which was developed by Robert Langs in the early 1970s. He described this approach as a new paradigm of emotional life and psychoanalysis, focused on a person’s adaptation to emotionally charged events that can occur both consciously and unconsciously. The functional-communicative approach to language learning is becoming dominant at all levels of education not only in Ukraine, but throughout the world. Therefore, the new approach to language teaching methodology attaches great importance to the development of oral and written speech, as well as the linguistic culture of the individual.

The communicative approach is usually used at the final stage of language learning, which makes it ideal for studying in higher education institutions. After all, at the stage of obtaining a first degree, students should already have developed

language skills. This approach is also known as communicative language learning, which involves learning a language through active communication. The process of learning a language becomes more effective and enjoyable when it is truly meaningful, so communicative learning in higher education is based on a sociolinguistic approach. It focuses on the effective use of language for interaction, and not just on knowledge of vocabulary, grammar and pronunciation. Students must be able to use the Ukrainian language correctly in various areas: in official, scientific, business and social environments. The communicative approach focuses on language as a tool of communication and assumes that everyone who learns a language has a clear goal – to be able to express themselves and perceive information. Thanks to this, interactive tasks in the classroom help students use language to achieve a communicative goal in professional activities.

The main focus of the communicative approach is on the formation of competence in communication depending on the specific context. This approach is an effective method of language learning, which has a functional significance for communication. Mastering language skills in this case requires choosing the right language tools, determining the purpose of communication, as well as using strategies to achieve the desired result of communication. For the effective application of the communicative approach in the process of learning business Ukrainian, exercises should be used that will help students expand their vocabulary and better understand the social context in which communication takes place.

All this is necessary to achieve the goal of this approach – the development of communicative competence. The method, focused on teaching communication, promotes the development of communicative skills through four stages: determining the purpose of communication, maintaining a dialogue, successful communication and understanding the results of interaction.

Formation of Ukrainian – language lexical skills of higher education students. Skillful use of lexical and synonymous means during a speech act has long been considered a sign of communicative culture and verbal mastery of the speaker.

Synonyms appear in speech as a result of the most accurate expression of the shade of thought, the search for the most appropriate and most appropriate word, giving the narrative an emotional and expressive coloring. Linguist A. Koval rightly notes that the development of synonymy demonstrates “a clearly expressed process of improving the means of the national language. [...] The task of a number of synonyms in the text is to show the richness of the phenomenon, the intensity of the manifestation of the action, the diversity of signs” [9, p. 39]. Synonyms implement such functions in texts of artistic style and thus reveal the author’s manner of writing, the individual ability to depict aesthetic artistic reality. However, in texts of scientific and official – business styles, synonymous strings, which should primarily clarify the indicated realities, on the contrary distort the communicative content, blur the meaning of what is expressed. Such a problem is often faced by higher education students who, on the one hand, have a rich and developed lexical reserve, and on the other hand, due to the desire to diversify the language, “abuse” lexical and synonymous units and therefore express their own opinion unclearly, which makes it impossible to achieve a clearly defined communicative goal.

Linguistic studies of lexical synonymy (V. Vashchenko, O. Ponomarev, M. Fashchenko) have significantly influenced modern teaching and the model of language learning, which is carried out today, based on the idea of the communicative purpose of language and its main communicative function, which in terms of linguistic methods means: by mastering synonymy, an individual develops and improves competence in the linguistic field.

Working with vocabulary in general, and with synonymy in particular, is of great general educational and practical importance for students. The general educational significance of vocabulary lies in the fact that its study expands the ideas of philologists about language, reflects the existing obvious relationships of lexical level units with other units of different language levels, introduces the spheres of functioning of words, with various sources of vocabulary replenishment and in this way forms the correct view of language as a dynamic phenomenon. The practical

significance of vocabulary lies in the fact that its study reveals the word as a component of the lexical system, allows philologists to realize the features of other language units, affects the mastery of grammatical skills, is the foundation for enriching the vocabulary and the basis for work on stylistics. The study of vocabulary develops students' attention to the original and derived meanings of words, conditions and situations of using lexical units, cultivates in them the ability to choose the right word to express a certain thought during a speech act, forms skills in using various dictionaries.

Mastering the synonymy of the native language helps students to master various linguistic phenomena, features of the ethno – mental heritage, spiritual culture of the people, their way of life, national and linguistic customs and traditions, which are manifested in the synonymous wealth of the language. All this determines one of the most important tasks of modern Ukrainian language classes – the maximum activation of students' cognitive activity, the development of the ability to think independently and communicate in the Ukrainian language. In this context, the study of Ukrainian synonyms, which ensures their correct understanding, the accuracy of the reproduction of their semantics, stable memorization and appropriate use in a speech act, is difficult to overestimate for students.

Lexicology curricula for higher education students include a list of lexical concepts and skills that future specialists must master when studying sections of the discipline. After completing the course, students should be able to: work with the lexical meaning of a word according to the dictionary, context, based on word – formation analysis; find words with derived semantics; identify polysemantic words; identify synonyms, select synonyms for a given word, compile a synonymic series of semantic and stylistic synonyms; identify general language and contextual synonyms; identify homonyms, distinguish them in speech and in the text; identify antonyms, select antonyms for a specific word; find means of expression, artistic means, tropes; find phraseological units, explain their meaning, use them in speech; be able to use dictionaries. To achieve certain skills, we propose to use the following linguodidactic

methods that are based on a system of sequential actions of the teacher, organize and motivate the cognitive and practical activity of students to master a certain range of knowledge, such as: the method of communicating knowledge, focused on the receptive activity of students; the method of generalizations after observations of students on certain topics; the method of consolidating new knowledge, implemented through repetition of new material in different versions with the performance of a number of practical actions exercises, creative statements, descriptions; the comparative method, which activates the learning process and contributes to better assimilation of the material. In the system of teaching the Ukrainian language to future specialists, the issue of synonymy is still considered fragmentarily within the framework of lexicology. Often, information about synonyms in manuals is duplicated, and the proposed exercises are so monotonous that they are unlikely to be able to expand and consolidate the knowledge already obtained. Practically no attention is paid to the issue of the peculiarities of translating synonyms, searching for native Ukrainian equivalents for words of foreign origin. The complexity of studying synonyms obliges the teacher to constantly search for effective methodological techniques for the best assimilation of words close in meaning. The most effective are such techniques as: replacing a synonym with a word or phrase; comparing a synonym with a phrase; editing the text; composing a story with supporting words; working with dictionaries; independent work; selecting synonyms; individual work with cards; visual clarity. Vocabulary plays an important role in communication development classes. During preparation for writing reports and statements, future specialists should work on the appropriate selection and use of language tools in accordance with the communicative purpose and style of speech. Lexical exercises are exercises aimed at understanding the essence of lexical concepts and at developing lexical skills, such as: 1) finding the analyzed phenomenon among words according to a model. To perform such an exercise, students must know the essential features of each lexical phenomenon; 2) selecting examples that illustrate the studied phenomenon (from memory or from any printed sources); 3) grouping the

studied lexical phenomena (including compiling tables aimed at grouping such phenomena); 4) finding and correcting lexical errors; 5) lexical analysis. Lexical analysis as an exercise consists in characterizing a word from the point of view of the features of the analyzed lexical concepts. Such an exercise can be performed only with the help of dictionaries.

Thus, the study of lexical synonyms in a higher education institution for students plays a significant role, has its own characteristics, therefore it involves a certain specific set of different types of lexical exercises. Mastering the lexical norm for future agricultural specialists involves the use of words in the language in the meanings that they have in the language system, knowledge and distinction of semantic shades of synonyms, and observance of lexical and semantic compatibility.

Development of vocabulary as one of the means of language acquisition.

The current state of pedagogical and linguistic science, which is focused on studying the importance of synonymy for the formation and development of the vocabulary of future specialists, requires not only the adoption of already defined methodological approaches for the development of a rich vocabulary resource, but also the search for new methods and technologies. This will allow effectively improving language and speech skills, as well as Ukrainian language communicative competence of higher education applicants.

One of the main methodological principles in the process of analyzing and enriching the vocabulary is the distinction between language and speech. This is reflected in the division of lexical – synonymous units into general language and contextual. General language synonyms are used in speech, while contextual synonyms are situationally close in speech. Modern linguistics recognizes lexical synonymy as a phenomenon of the linguistic and speech levels, clearly distinguishing between the constant (general) and contextual (speech) convergence of word meanings. The study of general synonymy is an important stage in the formation of the professional vocabulary of future specialists in higher educational institutions,

and many studies have been devoted to this issue, in particular the works of such scientists as M. Vashulenko, V. Glushchenko, I. Klymenko, N. Kostrytsa and others.

It is generally accepted that to enrich the vocabulary of higher education students, exercises should be used that help interpret and clarify the meanings of well – known words, terms, borrowed units and fixed expressions. In addition, the methodology includes various techniques, such as logical definition of an object through its specific or generic name, selection of synonyms and antonyms, generalization of words into one lexical semantic group, and others. However, today it is important to resort to exercises that contribute to the development of associative and creative thinking, expansion of the worldview and linguistic picture of the world. For this, the study and analysis of contextual synonymy is useful.

The complexity of the lexical semantics of contextual synonyms is manifested in their stylistic characteristics, expressiveness and features of use in author's texts. Therefore, contextually close words provide rich material for communication. In modern linguistics, a cognitive approach to contextual synonymy is actively studied, where the contextual similarity of meanings is considered as a subjectively perceived proximity that depends on the native speaker's attitude to reality. Contextual synonyms are formed on the basis of the linguistic competence of the speaker, which takes into account not only the normative meanings, but also the communicative potential of words.

In language classes, it is useful to use exercises that help find contextual synonyms in texts, grouping them by thematic features. Such exercises allow students to better comprehend the meanings of words and understand the nature of lexical compatibility. In addition, today it is possible to use digital technologies, electronic resources and online materials to improve vocabulary through the analysis and use of modern media platforms.

Thus, contextual synonymy that arises in texts is a separate linguistic phenomenon that can be effectively used to develop the general linguistic vocabulary of higher education students. These synonyms help students better express their

thoughts and achieve communicative goals, diversifying the text and adding new connotative meanings to it.

Development of media literacy as a component of teaching business Ukrainian. Media literacy in the modern world has become an important skill that cannot be imagined without self-education, since the media are increasingly becoming accessible means of storing and transmitting information for both individual and mass audiences. Now, media representatives include not only experienced journalists of popular radio and TV channels, but also active users of Internet resources and social networks who share their thoughts, everyday life, become mentors on various issues and influence the thoughts and preferences of others. Thus, modern society is an information community in which people constantly exchange information in virtual space. Today, the term “media society” is often used to describe such a society.

The concept of media literacy is closely related to the media society and media communication. In scientific circles, media literacy is considered the ability to critically interpret information, check sources and find the necessary content. The development of media literacy assumes that a person, receiving any information, will comprehend what he sees and hears, analyze, check, evaluate and draw his own well – founded conclusions. It is also important that when detecting manipulations or lies, a person will be more careful and help others form the right opinion. Being media literate means being able to “filter” information.

The virtual world offers many opportunities: it is not only access to any information, communication with people from different parts of the world, but also the opportunity to share your own thoughts. However, in addition to the advantages, this space has disadvantages. First, a person receives huge streams of news in a short time, which makes it difficult to comprehend and process them. Media literacy allows you to focus on reliable information and not believe everything that the media publishes. Secondly, society is easily influenced by the crowd, which makes it

vulnerable to manipulation. Communities that do not have their own opinion and are unable to think critically are convenient for dishonest forces.

The formation of media literacy begins in childhood and continues throughout life through various stages of education, based on the principles of integration of media education and media culture, dialogue, intertextuality, development of critical thinking and creative potential. An important means of forming media literacy is the media text, which is a product of foreign language media culture and has a multidimensional, dynamic and socioregulatory nature.

The process of developing media literacy is carried out on the basis of a contextual – interpretative model, which includes interaction with media texts based on the formation of personal meanings that arise as a result of interpretation and analysis of the context. This ensures the development of all components of media literacy, such as motivational, cognitive, behavioral and value semantic.

Therefore, media literacy is a necessary skill for the modern information society, as information has become the main value in the world. Users of the media space create a huge amount of data that is difficult to critically interpret, which leads to the perception of false news and manipulation. Media literacy allows you to distinguish truth from lies, which makes it necessary for every person.

Studying the features of academic writing. Obtaining higher education today is not only the acquisition of knowledge in the chosen specialty, but also mandatory participation in productive scientific activity. A modern student must, from the very beginning of his studies, master the skills of working with scientific texts, the ability to correctly design their structural elements, effectively use the language tools of the scientific style, as well as the ability to concisely and meaningfully present scientific results. Usually, academic writing is paid attention to in classes on business Ukrainian or professional language. However, the number of hours allocated for this is often insufficient for the student to learn to work with scientific and educational literature, systematize the material, annotate, summarize, and also critically reflect on

and propose his own scientific ideas. Therefore, the problem of developing academic writing skills requires more attention.

Students often encounter difficulties when completing their first written assignments, which emphasizes the need for detailed study of academic writing. Writing skills acquired in high school are significantly different from those that need to be developed at university, since academic writing is associated with scientific traditions, forms of thinking, methods of research and communication in the scientific environment. Initially, the student must identify key aspects of academic writing, understand the role of purpose in the text, work out the concept of “persuasive writing”, study strategies for writing and organizing the text and choose the optimal strategy for presenting their own work.

Academic writing involves the use of formal vocabulary, complex grammar, as well as citing the works of other authors to confirm their thoughts and views. To create logical connections in scientific work, it is important to clearly define the purpose, plan the text, adhere to the structure used in scientific works. The purpose helps the author to choose the necessary lexical and grammatical means, as well as the logical organization of the material. The key point is that writing a scientific paper begins with understanding the question that contains clear requirements.

Academic writing is an important factor that determines the status of a student as a scientist. The ability to write academic papers has a significant impact on a student’s academic prospects. Higher education disciplines are defined by academic texts, and in order for a student to master the subject, he or she must understand how these texts are created and what linguistic devices the authors use. Many students know this, but they believe that successful academic writing is a difficult task. Teachers can help students develop and improve these skills by encouraging them to practice, share academic papers, provide individual feedback, and direct them to relevant resources.

Academic writing encompasses various aspects of the learning process, such as reading, note taking, research, planning, writing, citing, editing, and sharing ideas and putting them into practice.

Therefore, supporting students in improving their academic writing skills should be a permanent part of higher education. The most effective way to help students improve their skills is to encourage them to complete a variety of writing assignments throughout the learning process.

Formation of students' social communication skills. Communication is a key element in shaping human life in the future. It can be said that life without the ability to communicate is meaningless, since it is through communication that we understand ourselves and others, our environment, our own behavior and actions, and are also able to describe our feelings and worldview. Scientists define communication as a means that allows us to remember the past, analyze the present and plan the future, regulate relationships with others, interpret the environment and interact with it. People are usually born with the ability to communicate, and later master the tools of communication. However, it is important how an individual learned to communicate and what methods he uses, since this determines the effectiveness of his communication. After all, there is a big difference between simple communication and effective.

The scientist R. Emanuel notes that “communication is a skill that is developed. Most people have the physical ability to master the necessary means of communication, but this does not guarantee that they will learn to communicate effectively” [10]. Communication has also been defined as “the process through which an individual assigns and conveys meanings in an attempt to understand his or her environment. This requires skills in processing intrapersonal and interpersonal processes, listening, observing, speaking, questioning, analyzing, and evaluating” [11, p. 344].

In today's technologically advanced society, communication is affected by brevity, as people strive for quick and short communications that do not require

compliance with linguistic formalities or polite expressions that take more time. The time spent on social interaction has significantly decreased, leading to a gap between the speed of communication and the quality of interaction. This creates communication problems, which manifest themselves in the growth of social and intercultural conflicts and misunderstandings between individuals and communities. Effective communication usually requires more time and thought, as it requires a clear structure and linguistic and thought processes. Modern society requires more intensive communication with a quick response, and therefore technical achievements such as the Internet, social networks and mobile communications are created for instant exchange of messages. But due to such rapid exchange, people lose important skills, in particular the ability to cooperate and coexist harmoniously. As a result, “changes in social relations affect the psychoemotional state of young people” [8].

A communication crisis is emerging in our society, when individuals and groups cannot communicate effectively to reach consensus and avoid misunderstandings that can lead to conflicts. In order for communication to be effective, it must be effective and efficient. Effective communication involves minimal expenditure of time, skills or effort, while effective communication involves achieving the intended goal. Effective communication saves resources, while effective communication implements the intended message. The problem is that effective communication is often replaced by fast communication: for example, a report that concisely and quickly presents the topic may not cover important details and the sequence of events, which leads to the loss of important information or its distortion due to the lack of evidence.

Therefore, effective communication requires effort, skills and a thoughtful structure, which requires time and concentration on such aspects as listening, speaking, correct pronunciation, building complex syntactic structures, repetition, reflection and feedback. The demand for fast communication is due to time constraints and intolerance in modern culture, which promotes tools such as the Internet and social networks, but this negatively affects the quality and effectiveness

of communication, which is an important aspect of socialization and personal development. The goal of society should not be to optimize communication, but to reduce the intensity of fleeting, ineffective communication. The media, educational and social institutions should popularize the importance of language and ways of communication, giving it the importance it deserves.

Manipulation as a means of public communication. Media discourse appears and occurs in various spheres of communication processes, is a thematically designed, socially and culturally significant result of linguistic and thinking activity, an integral feature of everyday life in modern society. The study of media discourse is of great importance, since through understanding its essence, one can realize the peculiarities of linguistic thinking of individual individuals and groups of people who are producers or recipients of a media product, as well as the means, methods and tactics of influence presented in it.

Such scholars as B. Nechyporenko, G. Podshivaylova, K. Taranenko, Yu. Shepel, O. Shportko, M. Yatsemirska and others have devoted their works to the study of media discourse. The works of linguists reveal the concepts of discourse and media discourse, clarify the linguistic and stylistic features of media text and media discourse, however, additional comments are required on the means of manipulative influence used by producers of such messages, since, advertising and political information is mostly delivered to the consumer “for free”, its production and delivery are paid for by customers interested in forming demand for certain goods and ideas. Since manipulation technologies are targeted and successfully influence the vast majority of information consumers, monopoly ownership of information generators in democratic societies is completely replaced by former undemocratic methods of governance.

The media still remain the main tool for officially informing the population, but communication channels and information transmission technologies are changing due to the introduction of digital technologies, the reorientation of the defining trends in the development of human civilization, digitalization and digitization of all social

spheres of human life, which is why the language of information presentation is also changing. There is more and more information, and accordingly, there are more people willing to provide it and get some benefit from it. The media are trying to transform language tools in such a way as to interest the recipient, so they are increasingly resorting to manipulative means, and the average reader, in turn, should learn to recognize such manipulative means, critically interpret information, and distinguish true information from distorted or false in a torrential stream of bright and eloquent headlines and messages. Due to information overload, a person may be vulnerable to the powerful flow of the information environment.

Media discourse is associated with manipulation, which is one of the key concepts of critical discourse analysis, which require further theoretical analysis. Manipulations are forms of abuse of social power, cognitive control of the mind and discursive interaction. Several aspects of the definition of manipulation are distinguished, namely: social, cognitive and discursive. In the social aspect, manipulation is defined as illegitimate domination, confirming social inequality. From a cognitive point of view, manipulation as mind control involves interference in the processes of understanding, the formation of biased mental models and social representations, such as knowledge and ideology. In the discursive aspect, manipulation generally includes conventional forms of ideological discourse, such as emphasizing someone's positive features while simultaneously underscoring the negative features of others. Manipulation is different from actual legitimate rational presentation, such as persuasion and information provision.

We define media manipulation as a sociolinguistic and linguotechnical process by which motivated actors use certain linguistic and technical means or technologies in the media space, trying to attract public attention and influence public discourse through deceptive, creative or false tactics. For example, certain pseudo – calls, memes, viral videos, fake documents or information leaks can be placed on media resources. Media manipulation is a broad term, as it can be used to define a number

of other terms, such as disinformation, information operations or influence operations.

A distinctive feature of media reality is that it is often impossible to verify the authenticity of its symbols and images. Various techniques of manipulating the audience's consciousness, for example, purposeful distortion of information, its biased presentation, figurative projection of media reality, which also led to the emergence of the term "media fake discourse", which can be represented as simple imitation or sophisticated falsification. Media reality for the average listener replaces social reality, and the created image of the event in his consciousness displaces the event itself. In order to adequately perceive information, one should learn to apply a functional – system methodological approach, as well as the method of analysis and synthesis, comparison, deduction, generalization of independent characteristics.

Thus, media discourse is presented in simulated language, not by usual language means, created purposefully and intentionally in various ways, among which is the use of synonymous lexical units with different shades of meaning, different connotative coloring. The use of different nominative means when designating the same concept also provokes different attitudes towards it, respectively, different reactions, actions and behavior of the recipients of the discourse.

Conclusions. Thus, in the conditions of modern socio-economic development of our country, the study of business Ukrainian language plays an important role in the formation of highly qualified specialists, professionally and culturally developed specialists. The introduction of educational and pedagogical technologies adapted to modern requirements in teaching the Ukrainian language in agricultural institutions of higher education brings significant advantages. This contributes to the automation and improvement of the educational process, modernization of the organization of lectures and practical classes, activation of students' activities, increased motivation to study the state language and the development of Ukrainian – language competence. The use of interactive, personality – oriented teaching methods when studying the

Ukrainian language in a professional direction contributes to the development of students' communication skills in professional and official business spheres, and also stimulates their cognitive interest. Interactive teaching methods motivate students to actively participate in various communicative situations, both in everyday and professional life, which allows them to deepen their knowledge and skills through practical activities. Thus, students already during their studies at the university gain important experience for solving practical tasks, learn to work effectively in a team, exchange experience and coordinate their actions to achieve a common goal. High-quality training of a future non-philologist specialist involves, first of all, the formation of a linguistic personality, increasing not only the general level of culture, professional and intellectual abilities, but also linguistic culture, which is an important component of a specialist's professional competence in any field. This should be the main goal of teaching the Ukrainian language course (by professional direction) in domestic higher educational institutions.

Prospects for further research. Prospects for further research lie in the detailed study of information and communication technologies and the development of a system of electronic exercises, programs and applications for teaching business Ukrainian.

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SCIENTIFIC EDITION

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COLLECTIVE MONOGRAPH

In English

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Professor at Dnipro State Agrarian and Economic University*

*The materials are printed in the author's edition. The views expressed in the
publications are solely the position of the authors. Authors are responsible for the
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of plagiarism.*

Published in printing House «Vakhmistrov»
Dnipro, 49000.