

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

**Collective Monograph**



**Linguistic and Methodological Training of  
Students for Future Professional Activities**



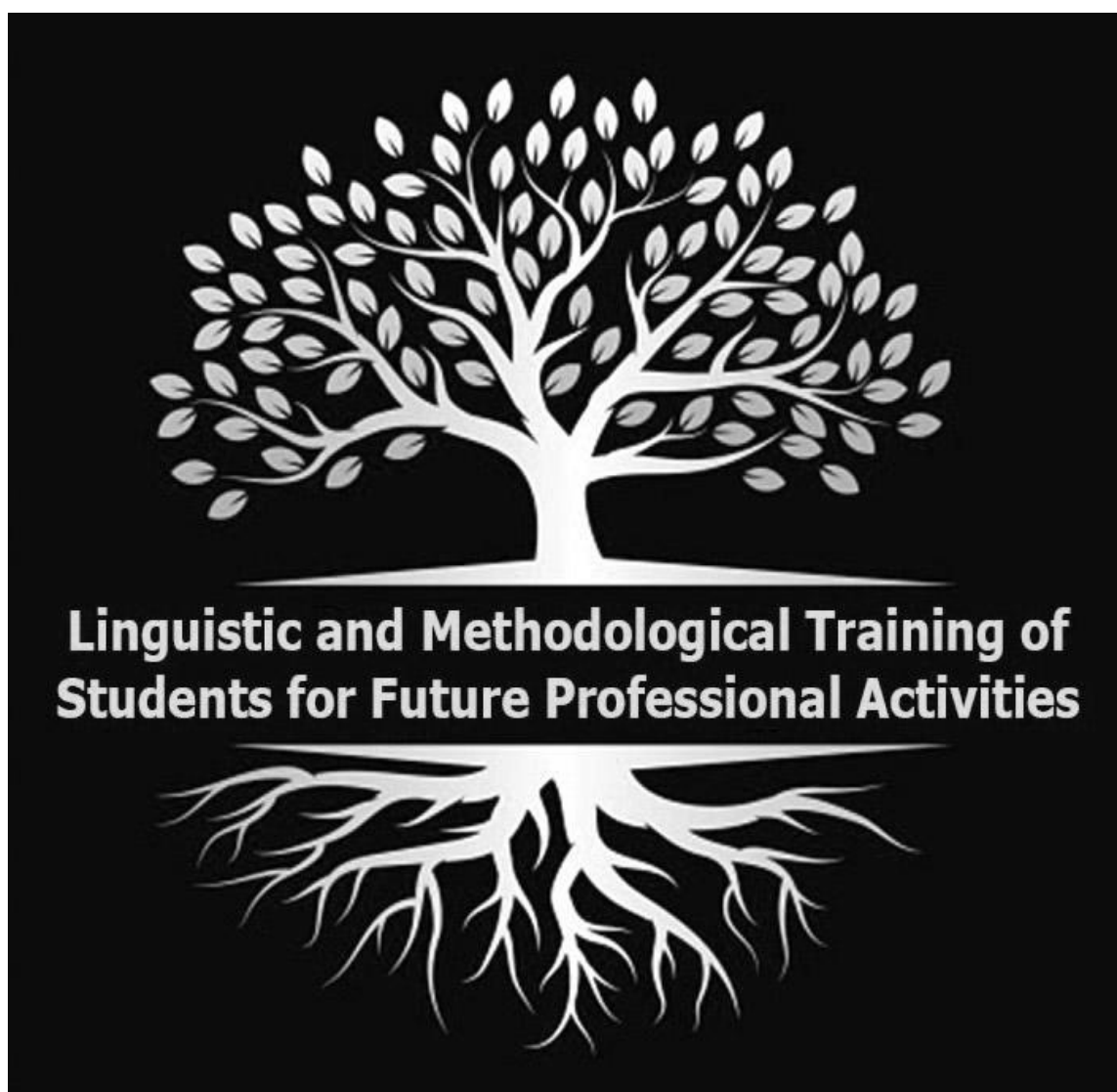
**Philology and Pedagogy**

**Dnipro, 2023**

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Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities.

The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research topic “Linguistic and professional training of specialists: linguistic, social and cognitive, communication and pedagogical aspects” (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

## Section 2

# “Methods and technologies of teaching foreign languages”

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### COMMUNICATIVE AND PSYCHOLOGICAL ASPECTS OF TEACHING ENGLISH IN TECHNICAL (AGRICULTURAL) INSTITUTIONS OF HIGHER EDUCATION

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**Abstract.** *In a market economy conditions of the modern business and life, professional communication in a foreign language is a key element of the humanitarian training of an engineer of the future. Universities introduce programs for technical and professional communication of future specialists in the agricultural field in foreign languages into the curricula.*

*This article discusses the psychological aspect of learning a foreign language. In the process of mastering a foreign language, one of the important aspects that affects the success of learning is the human psyche. We examined the psychological foundations of learning a foreign language and identified some effective ways to overcome psychological difficulties in mastering a foreign language. Also, approaches to the definition of the category of “communication” in the XX-XXI centuries are considered. The authors consider the evolution of the concept in the social and humanitarian, natural sciences, technical sciences and philosophy, and pay special attention to the analysis of the content of the concept in psychological and pedagogical thought. It is shown that professional communication has become an integral component of the professional training of specialists. The theory of professional communication is based on ideas developed within such areas of knowledge as rhetoric, ethics, linguistics, psychology, speech etiquette, technical writing, sociology, cybernetics and information technology, however, there is still no precise definition of its structure and content regarding specific areas of activity and specialties. In conclusion, it is concluded that the scientific theories developed within the framework of various disciplines have made it possible to define the category of “communication” in the most detailed way. The psychological research of behaviorists contributed to its selection as a scientific subject. Theoretical-linguistic and cybernetic-informational approaches determined the structure of the communicative action, and philosophical science gave the study of the concept and process of communication a more voluminous character.*

*The author describes in detail the main methods of increasing the level of language training of students in the classroom, taking into account their socio-psychological aspects. Knowledge of the psychological characteristics of a modern student helps to overcome barriers that lead to reluctance to learn a foreign language. The active use of a foreign language in the professional activities of future engineers remains one of the main tasks today.*

**Key words:** *communication, professional communications, foreign language, motivation, language barrier, development of information and communication technologies, intensification of education, intercultural professional and technical communication.*

**Introduction.** In the era of globalization, constantly changing geopolitical conditions, new challenges and threats, the problem of training highly qualified personnel in various fields of activity is especially relevant. The ongoing changes in politics, economics, education and culture contribute to the strengthening of international cooperation, the development of contacts between representatives of different nationalities in the professional field. Learning foreign languages is now a necessary process for every person. To understand the culture and traditions of another people, we first need to know the language of this people. Through the study of a foreign language, we can get to know other peoples, their mentality, their activities, customs, sights of the country of the language being studied. In addition, the study of foreign languages helps a person to broaden his horizons, enrich his worldview, improve various types of memory, steadily fix attention, and develop thinking.

**The purpose of the research** is consideration of the problem of training specialists in agriculture who are able to communicate effectively with colleagues, including in the international arena as well as, consideration of the psychological foundations of the study of foreign language speech and the identification of some effective ways to overcome psychological difficulties in mastering a foreign language.

**A research problem.** To solve the problem of developing and implementing new approaches to the formation of the readiness of future specialists for professional communication, it is necessary to clarify the definition of the concepts of "communication" and "professional communication". Achieving effective mastery of a foreign language at a sufficient level is not only a problem of teaching method and methodology, but also a problem of adequate use of psychological mechanisms of mastering speech and grammatical-syntactic experience, adequate assignment and interpretation of linguistic means of a foreign language for the purpose of their further use in communicative activity. Motivation to study is one of the biggest problems too, but it plays an important role in the educational process, the formation of which in students of technical higher education institutions should be one of the main tasks of the educational process.

**Research methods.** It was used such methods as analysis of psychological and pedagogical literature, synthesis, systematization, comparison and generalization of data on the problem of optimization of the English language learning process in the work.

**Relevance of research.** In a technical (agricultural) university, language training is one of the main tasks, as it helps to become more competitive specialists, ready to solve their professional problems at the international level without intermediaries. Knowledge of a foreign language at a sufficient level includes assimilation of mental representations of the surrounding world by means of this language. In other words, mastering a foreign language at the level of real use of linguistic experience is not only a methodological, but also a psychological problem. The process of teaching English in non-language institutions of higher education has certain features related to the different initial level of language training of first-year students; by the number of academic hours allocated to the study of this discipline; quantitative composition of groups; low motivation to learn a foreign language.

**Analysis of publications.** In modern scientific knowledge, the concept of “communication”, as well as the process of interaction between people, social groups and representatives of various professions, arouses significant interest of researchers not only in the humanities, but also in the field of natural and technical disciplines.

In the 20th century, the rapid development of cybernetics, the mathematical theory of communications and information technologies marked the emergence of interest in the problems of communication and information. Currently, there are a large number of interpretations and definitions of this concept:

- the mechanism through which human connections exist and develop, i.e. all the symbols of the mind together with the means of their transmission in space and preservation in time (Charles Horton Cooley) [1, p.64];
- exchange of meanings (information) by transmitting messages through various means (words, signs, behavior, material artifacts (N.V. Ursul, I.B. Kolenchuk) [2, pp. 38–42];
- social association of individuals with the help of language and signs, establishment of general sets of rules for different purposeful activities (K. Cherry) [3, pp. 161–198];

- transmission of signals between organisms or parts of the same organism when selection favors the production and perception of signals (biologists D. Lewis, N. Hauer) [4, p.4]
- specific exchange of information, process of transfer of emotional and intellectual content (A.P. Panfilova) [5, p.78].

In foreign thought, the theory of professional communication is considered as a combination of communication theories, theory, ethics, technical writing, as well as practice and social responsibility. The main objective of this discipline is the study of information and methods of its transmission and management. Proponents of this approach believe that the main indicator of professional communication is its effectiveness, that is, the achievement of the desired result. Yes, N.R. Blyler, in his article *Research as Ideology in Professional Communication*, notes that researchers tend to expand the definition of professional communication, linking it to practice and social responsibility [6, pp. 285–313].

Authors such as C.R. Miller, D.L. Sullivan separate technical communication (technical communication) and the written form of professional communication (professional writing), but at the same time emphasize that professional communication is not just a pragmatic discourse, but primarily a written presentation of information, which is an integral part of human activity [7, pp. 389–442]. Some foreign authors (K. Tyagi, W. K. Sparrow) completely equate the concepts of professional and technical communication, and the latter is equated with technical writing. E. Tebeaux proposes to study the audience, goals, contexts of communication, intercultural communication and conditions that enhance the effectiveness of professional communication in a work context [8, pp. 136–144].

The humanization of education, especially technical education, is aimed at raising the general cultural level of students. Teachers of the humanities in technical universities are well aware that the knowledge that students of technical specialties have by the time they enter the university in the field of both their native and foreign languages is much worse than that of students in the humanities. Students of engineering specialties are characterized by a low culture of speech, the inability to clearly and competently formulate their thoughts, work with scientific literature, the need for self-education and self-education is poorly developed [9, pp. 20–300].

Z. Osada, O. Matveenکو analyzed modern methods and technologies of teaching foreign languages in technical higher education institutions; O. Digtyar, T. Tantsura - the use of multimedia teaching tools for students in English classes at a non-speaking university; N. Bilan – communicative method of teaching foreign languages; A. Bilotserkovets - the latest methods of teaching a foreign language in a professional direction; B. Hrydneva – professional orientation based on the example of training a modern engineer by means of teaching a foreign language [10, pp. 95–101].

**The aim of the article** is to highlight the psychological aspects of optimizing the process of learning English in institutions of higher education; discuss the psychological aspect of learning a foreign language and to consider approaches to the definition of the category “communication” in the XX-XXI centuries. The issue of foreign language education for non-language institutions of higher education, which includes technical higher education institutions, has always been and is a cornerstone. The process of teaching English for technical specialties has certain features, which is related to the different initial level of English language training of first-year students; by the number of academic hours allocated to the study of this discipline; quantitative composition of groups. But the most urgent issue today is to increase the level of motivation of students of technical higher education institutions to learn English. An important factor in solving this issue is the use of modern innovative information technologies in the education of students of a higher technical school, which led to the choice of the topic of our research.

**Objectives of the study.** We propose definition of the concept of “professional communication” and how the system of modern higher education to show its importance to future specialists; show that the following characteristics of the human psyche influence the learning process: learning characterizes the system of acquiring knowledge; creativity (general creative ability); temperament; attention; thinking; perception; memory (preservation of knowledge is mainly associated with long-term memory). Find out that among the main psychological aspects of learning English, the following are the most important: motivation and interest in learning the language;



language learning abilities; the ratio of language and speech in the study; the language barrier.

**Scientific novelty.** To show that communication and communication are an integral part of the life of an individual and society as a whole, this is a rather multifaceted process that allows you to solve certain tasks, both work and personal. Higher education plays an integral role in the formation of this concept, as well as practical skills and abilities.

**Research material.** At the current stage of the development of science and technology, mastering a foreign language, in particular English, is a mandatory requirement for a specialist of any profile. Modern higher education is a subject to the pace of life and business, requirements for specialists in all fields. this means that the principles of the educational process should be flexible, have a person-oriented approach to the student in the process of teaching English and in institutions of higher education, this is achieved by the introduction and use of new information and communication technologies during the educational process, which is determined by the main conceptual direction of higher education, it also provides for differentiation and individualization of education. Modern educational technologies enrich the educational process due to the introduction of active, analytical, communicative learning tools, ensure the connection of theory and the fundamental approach in science with practice and applied research, change the perception of teachers and students about educational activity, form modern competencies in future specialists, which meet the requirements of the labor market, provide the formation of analytical, organizational, project, communication skills, the ability to make decisions in uncertain situations, the ability to build and manage individual educational programs, are a resource for changing the content of education and the structure of the educational process in accordance with international requirements and the Bologna Agreement.

In philosophy, the concept of communication was interpreted in different ways. At the same time, it should be noted that the term itself entered scientific circulation in the 20th century. This term was first used by Ch. Kuly, who defined this concept as “a mechanism through which the existence and development of human relations becomes

possible - all symbols of the mind together with methods of their transmission in space and preservation in time". At the turn of the 20th century, communication was considered a means of communication and, therefore, everything that contributed to the development of relationships between people. After the Second World War, various scientific currents began to appear in philosophical thought, showing a special interest in communication and bringing new meanings to this category. Thus, communication began to be considered as a process of information transmission, while the necessary components of the process were the source of information, the message, the transmission channel, the decoder, the recipient of the message, however, the communicative process was considered as a one-line process, without taking into account feedback. (Shannon Weaver's linear model or "information transmission model"). In the middle of the century, under the influence of behaviorism, a new theory began to be formed, emphasizing the process of interpersonal communication, which is the basis of communication. The concept of communication includes not only the exchange of information, but also the achievement of mutual understanding between actors, the exchange of personal experience, interaction, and the need for feedback.

Communication was also considered as a social phenomenon. The researchers drew attention to the continuous nature of the communication process, which implies the interaction of communicators in the communication process. Thus, communication is considered as a social process of creation, preservation and joint transformation of social realities. These approaches considered communication as a social phenomenon, a transformation process that is impossible outside of society. According to the theory of the German philosopher Y. Habermas, the main characteristic of social action is its focus on mutual understanding. Communicative rationality focuses attention not on the legislative mind, but on the communication process itself. This concept is considered as a process of communication, mutual discussion and reaching a consensus, while the roles performed by the subjects of communication are equally important, in addition, this interaction is not based on existing norms, but norms and rules are created a new every time when communication actors try to reach agreement. From the point of view of Y. Habermas, communicative rationality contributes to a person's understanding of

his own position taking into account the opinions of others, this concept contributes to the socialization of a person, the formation of a personal position and the personality itself. The philosopher formulated universally pragmatic requirements for speech utterances and communicative action: comprehensibility, truthfulness, truthfulness, and normative correctness of the utterance.

The professional activity of a specialist is impossible without communication. It is both the goal of professional activity and a means of professional and personal development, interaction with colleagues. Thus, communication is not only the process of exchanging information between interlocutors, but also the process of making sense of the received information, comparing its meanings with the ideas of partners on the basis of common understanding, forming mutual understanding.

In addition, professional communication implies the interaction of representatives of one profession in cognitive, labor and creative activities aimed at professional development, during which professional communities are created, characterized by certain norms of thinking, behavior and interaction among team members. At the current stage, professional communication also includes such components as knowledge in the field of information technologies, professionally oriented information communication skills, which are actualized in the process of communication in a professional environment. The competitiveness of a specialist in the professional sphere, among other things, is also determined by the ability to receive, process and use the necessary information by means of modern technologies, Internet resources and social networks.

The spheres of professional relations, communication, communication are among the fundamental dimensions of the human world. These problems become especially acute in the context of globalization processes, when the ability to communicate, effectively solve professional problems, translated into one or another “professional business” is greatly appreciated. The interests of the case, and not of specific interlocutors, prevail in business communication.

Business communication is a purposeful process of information exchange, pursuing a specific goal.

The purpose of business communication is the organization, regulation, optimization of professional, scientific, commercial or other activities. At the heart of business communication lies the movement towards the success of its subjects. It concentrates in itself everything that contributes to cohesion, communicative cooperation of participants in communication and the manifestation of individual initiative.

Business communication is a two-way process that represents a joint speech activity, a special form of contacts of its subjects representing a certain organization, institution, company, and the like.

By comparing business communication as a specific form of interaction and communication in general as a general one, the following features are revealed:

- the presence of a certain official status of objects;
- focus on establishing mutually beneficial contacts and maintaining relations between representatives of related institutions;
- regulation, that is, subordination to generally accepted rules and restrictions;
- predictability of business contacts that are pre-planned, their purpose, content, possible consequences are determined;
- the creative nature of relationships, their focus on solving specific business problems, achieving goals;
- mutual agreement of decisions and further organization of cooperation between partners;
- the interaction of economic interests and social regulation is carried out within the legal framework. The ideal result of such relationships is a partnership based on mutual respect and trust;
- the importance of each partner as a person;
- the direct activity in which people are engaged, and not the problems that excite their inner world.

So, business communication is any professional communicative activity (mainly linguistic), represented by a sphere that answers four questions:

- for what purpose are we saying this?
- what do we want to say?

- what linguistic means do we use to do this?
- what is the reaction to our speech?

Business communication penetrates into all spheres of public life. Competence in the field of business communication is directly related to success or failure in any business.

According to a number of American studies conducted in the late 90s. In the 20th century, at least 50% of the working time of a global specialist is spent on various types of professional communication: working discussions and participation in meetings; reading articles, reports, e-mail; consulting activities, professional presentations and preparation of applications for engineering projects, technical documentation, preparation of books, articles, development of programs and software [11. pp. 69–73].

The main tasks for the teacher of the academic disciplines “English language” and “Business English language for professional direction” are as follows: ensuring the appropriate level of training of students in a foreign language in accordance with the requirements of the state educational standard; education and development of students using the English language with the help of scientific and organizational-methodical work. During teaching in a technical higher education institution, problems such as low motivation and intellectual passivity of students in mastering a foreign language arise. This may be caused by the technical mindset of students and the low basic level of knowledge of foreign languages at the time of entering the university. In addition, students' attention is focused on specialized subjects, and foreign language is considered a less important discipline that is not related to their future professional activities. This is also confirmed by the results of a survey conducted by us within the framework of measures to improve the quality of studying and teaching foreign languages at the university among undergraduate students of DSAEU. The questions covered the following aspects of studying the discipline “English language”: motivation to study, organization of the educational process, students' evaluation of the level and use of knowledge by them, etc. To the question: “Is the level of knowledge of the English language acquired at school sufficient to continue studying at a technical higher education institution?” – 58% of students gave a positive answer. The results of the preliminary entrance control showed 43% of a sufficient level of knowledge. This

indicator shows that students underestimate the importance of learning foreign languages in technical higher education institutions for their professional development.

Students of technical universities often consider a foreign language to be a “secondary”, “non-main” discipline and therefore do not pay due attention to it. Setting up in this way, the student shows intellectual passivity when learning the language, which ultimately affects the level of foreign language proficiency. Apparently, everything that is outside the scope of the future profession is of almost no interest to the future engineer. This can be explained in this case by the fact that students see their task in mastering special technical disciplines - they are the main focus of attention and effort. A significant part of students is convinced that general scientific and social-educational disciplines do not bring them closer, but, on the contrary, take them away from mastering professionally important skills and knowledge. Thus, the teacher of a foreign language must first destroy the established opinion about the unnecessaryness of this subject, create a positive emotional attitude towards it, help them realize the necessity of learning a foreign language. And only then will they proceed to practical classes, at which it is necessary to mention as often as possible about the practical command of a foreign language as a means of obtaining special information on the profiling subject. The formation of a positive attitude is facilitated by the socio-psychological preparation of students, which will not only help the effective mastery of the subject, but also remove psychological barriers that reduce the subject's readiness for effective language learning. And only then will the foreign language accompany the professional growth of the future specialist. In addition, in the teaching of a foreign language in a technical university, there is an underestimation of the emotional and value factor in the educational activity.

Optimization (from the Latin *Optimus* – “the best”) is generally defined as the choice of the best, most favorable option from a set of possible actions, conditions, means, etc. [12, p. 477]. In the learning process, optimization is defined as the choice of such a technique that ensures the achievement of the best results with the minimum expenditure of time and effort of the teacher and students under the specified conditions. Optimization is achieved not by one good, successful method, but by a

conscious, justified choice by the teacher of one of many possible options. Optimization of training is closely related to the concepts of efficiency and intensification of training. The effectiveness of the educational process is its main characteristic, which by one means or another shows how the actual result of the educational process differs from the planned, intentional (desired) result. Modern management of a higher school considers optimization of the educational process as one of its tasks, that is, increasing the efficiency of educational work for each unit of time. Its key components include: increasing the purposefulness of education, strengthening its motivation, the information capacity of the content of education, the use of modern teaching methods, the activation of the pace of educational activities, the development of reflective work skills, the use of computers and other modern information and technical means of education [13, p.4].

Optimizing the process of learning English in a higher educational institution involves the selection of goals, tasks, content, forms, methods and means of learning so that they maximally take into account the general goal of learning, the laws and principles of learning, the peculiarities of students and their team, the capabilities of English language teachers and provide achievement of the maximum possible educational results under the above-mentioned conditions for the minimum required expenditure of time of teachers and students. In addition, in order to optimize the foreign language learning process, it is advisable to observe an adequate ratio of the volume of speech material with the quantitative characteristics of the types of speech activity. The allocation of study time should be carried out optimally, taking into account the real capabilities of students and teachers. The essence of the concept of learning English for specific purposes (English for Specific Purposes - ESP) is the statement that English should be studied only taking into account the final purpose of its use, as a rule, it should be professionally oriented, i.e. English for programmers, English for business communication etc. Teaching English for special purposes has the following features: – professional-oriented content, which primarily takes into account the specialty of the students; – situational learning, namely learning English based on specific situations with the aim of forming students' professional communication skills;

1) teaching all types of speech activity and aspects of language in a professionally oriented aspect; 2) individualization of the learning process. New research in the field of pedagogy and psychology has also contributed to the teaching of English for special purposes. Special attention began to be paid to the personality of the student, his requests, interests, attitude to the learning process. Motivation formed the basis of the effectiveness of the educational process. All of the above determines methodical and didactic principles, according to which the correspondence of the content of education to the requirements and interests of the student becomes of key importance. The use of special thematic texts in the process of teaching different groups - texts on biology for biologists, economic texts for economists, etc. has become a standard and quite effective way of achieving this compliance. This approach is based on the statement that studying "special" texts with their terminology increases student motivation, thus the learning process becomes more effective. Effectiveness of training, interest in higher achievements arise when activity is accompanied by success, when learning causes positive emotions, awareness of one's growth and development. A good mood, a feeling of joy, and success are very important for the successful mastering of a foreign language. Positive emotions facilitate constant efforts aimed at memorization, retention in memory of various small phenomena, constant change of types of activities and mental operations. The main goal of learning a foreign language in a technical university is the formation of communicative competence in professionally oriented activities. The training is also aimed at developing the cognitive independence of future specialists based on the formation of linguistic and professional orientations in the process of working with literature in the chosen specialty. Therefore, the majority of foreign language lessons represent monotonous and monotonous work with authentic texts, students' mastering of general and special vocabulary, and memorization of dialogues on topics or other situations. Although the work should include more communicative exercises, role-playing games related to future professional activities. To a student of a technical university, the volume of linguistic knowledge often appears to be "limitless" due to its specific complexity and lack of the necessary skills and abilities. Sometimes this leads to pessimism and rejection of attempts to acquire



linguistic knowledge. And low self-esteem also negatively affects the study of a foreign language.

For a more successful study of a foreign language, it is necessary to create motivation. For this, before you start studying, you need to set a goal for yourself, for which you want to learn a foreign language. At the same time, you don't need to give up learning a language, even if it seems to you that you don't have the ability to learn a language. After that, you will be able to choose for yourself the most effective methods of learning the language. We often notice that after studying a foreign language for several years at school, then at the university, it is difficult for us to think and formulate sentences, let alone communicate in a foreign language. What is the reason? Probably, this is a fear of a foreign language. Therefore, an equally important condition in successfully mastering a foreign language is overcoming the fear of a foreign language. There are quite a few methods, but two of them are most often used in practice. The first is the involvement of students in role-playing games in this language. The essence of the method is to place students in an unusual active environment, in which the usual patterns of behavior cease to work, and perception takes place at the subconscious level. The second method is also available for independent work. This is an information explosion (or deluge) that is deliberately caused. The task is to read at least 10-20 pages of text in the language being studied every day. At the same time, there is no need to worry about understanding the read material. Attention is focused only on the volume of the text. After about a week or two of such practice, the necessary volume of the language is gained, and an avalanche-like progress follows. After that, the language barrier may gradually disappear. It is necessary to remember that even when difficulties arise, it is impossible to give up learning the language. It should be noted that in order to achieve the best result, it is necessary to pay attention to the study of the language every day, namely - to train your pronunciation, enrich your vocabulary and do not forget about grammar. This requires certain volitional efforts. It is necessary that you do not lose interest in the language being studied. To do this, you can use non-traditional methods of learning the language. For example, you can watch films and cartoons in a foreign language. First you can do

it with subtitles, and then without them. You can also listen to and memorize thematic songs, poems in a foreign language, and also translate them into your native language. But at the same time, you should not refuse to use additional means of learning, such as reading fiction and listening to various types of texts. In the modern world, young people communicate more and more in social networks. To practice your skills, you can make a friend for communication who speaks only the language you are learning, and communicate with him on social networks. In general, learning a foreign language, as a non-native one, is a multifaceted process that requires purposeful thinking, steady attention, and willpower. Thus, it can be argued that the specifics of learning a foreign language should be based on the laws and regularities of psychology. From the point of view of modern psychology, a complex approach to learning a foreign language seems to be the most effective. Psychological characteristics of a person fully affect the success of language learning.

Mastering a foreign language brings certain changes to the individual psychological reality of the subject of the educational activity: the horizons expand, the mind develops, different types of memory are steadily strengthened, the cognitive type of activity is improved, the formed verbal skills of communicative competence are further developed, the level of tolerance increases [14, p. 187]. The success of learning a foreign language is determined by a combination of all factors: motivational, emotional, cognitive, personal, psychophysiological, and interactive [15, p. 145]. The motivation explains the nature of any speech act, while the communicative intention expresses what communicative goal the speaker pursues, planning one or another form of influence on the listener. A special role in the process of learning English in a higher educational institution belongs to the formation of rational actions in students, which allow to ensure the assimilation of foreign language educational material and its further use in practice, to reveal its essence in full; go beyond the learned information; eliminate any overloads when using the potential possibilities of logical thinking and memory; contribute to the emergence of a firm confidence that the educational material must be mastered. In addition, due attention should be paid to written speech as a means of forming and formulating thoughts in written speech signs during the learning of

English with elements of specialization. In English classes, it is advisable to pay more attention to the productive side of writing, since the above-mentioned type of activity forms students' written communicative competence and develops the ability to use foreign language writing in practice as a means of communication.

Teaching written speech is strongly associated with the mastery of other types of speech activity. It is a complex thinking tool that encourages speaking, listening and reading in English [15, p.145]. Individualization of education leads, on the one hand, to the acceleration of mastering the English language, on the other hand, to the improvement of the quality of the results of the entire course of study. And in addition, it ensures the correct and justified choice of means of facilitating and strengthening the learning material. A personally oriented approach to the student's personality in the process of teaching English in a higher education institution is achieved by the introduction and use of new information and communication technologies during the educational process, which is determined by the main conceptual direction of higher education, and it also provides for the differentiation and individualization of education. Due to their psycho-physiological characteristics, students have different abilities and predispositions, so different students need different amounts of time and different amounts of exercises of varying degrees of complexity to learn English-language learning material in order to achieve certain results. The use of computer technologies in the process of teaching English at universities also allows taking into account not only the age characteristics and the level of training of groups of students, but also the individual psychological characteristics of each student. The principle of psycho-individualization in the computerized educational process of the English language is provided by such factors as: 1) an individual means of monitoring educational activities, i.e. the use of different versions of computer programs on the basis of testing the initial level of students' knowledge with the possibility of switching to a more complex or simpler option work with the program depending on the success of the results; 2) the possibility of choosing an individual pace of work, namely varying the speed of presentation of educational information on the display and the pace of dialogical interaction of the student with the computer; 3) provision of an individual set of learning support tools - reference materials in English, tips and keys; 4) adaptation of the form of presentation of educational foreign language material to the

individual characteristics of the perception of information by a specific user. A specific form of manifestation of an individual psychological approach in the process of learning English using information computer technologies is determined by their adaptability, which is realized in the possibility of adapting the educational system to the specifics of the specific learning process in order to optimize it on the basis of: 1. taking into account the psychological characteristics of students - the type of memory yati, type of temperament, etc.; 2. ensuring acceptable psychophysiological characteristics of the student's interaction with the computer; 3. selection of an individual pace of work and means of presentation of educational material, implementation of an optimal strategy for monitoring the learning process. According to some methodological researchers, the principle of taking into account individual characteristics is most fully realized in the computer-based form of education, since computer tools have a powerful potential to adapt to the needs of a specific user [16, pp. 80–83].

The process of training engineering students in language disciplines is much more difficult and its results are much less significant than the results of students of humanities faculties. In general, such students do not know and learn languages poorly due to such a psychological factor as a purely technical mindset and the lack of language flair, without which it is difficult to perceive purely linguistic realities. The main part. For students of technical universities, such personality traits as restraint, dryness, shyness, isolation and tension are characteristic, which are considered a big obstacle in foreign language classes. So, for example, phonetic exercises, dialogues, role-playing games cause them to laugh, feel embarrassed, they are afraid to look funny in the eyes of their classmates. And personal qualities, such as shyness, alienation, deep introversion, autism, increased sensitivity, hinder communication and learning. Internal stiffness, fear of being misunderstood or rejected, lack of initiative make learning and studying a foreign language difficult. In foreign and domestic psychology, a number of psychological theories and concepts related to the psychological features of the process of mastering a foreign language have been developed, and motivation plays an important role in the process of language acquisition. It is clear that for all students the dominant motives are related to professional activities and studies, for example, to find a decent, interesting job, to be a good specialist, to pass the session

successfully, to find a high-paying job. Unfortunately, among students of technical specialties, the motivation associated with knowledge in general and learning a foreign language in particular is quite low. Very often one can hear such phrases from future engineers: “Why is English for mechanics?” or “I’m not going to leave anywhere.” The future engineer came to the university to get a technical specialty for further work, and learning a foreign language is often not included in his plans. The psychological aspect of this problem is connected, first of all, with the peculiarities of the students, including the different attitude to the educational activity, which is caused by the fact that the teaching has a different “personal meaning” for them.

We consider innovative technologies as a set of systematized actions, means and techniques aimed at achieving the educational goal, pedagogical goals and learning outcomes. It is necessary to emphasize that the use of innovative technologies is aimed at the personal development of students with the aim of acquiring new practical and professional experience; the development of creative and critical thinking, the formation of personal values that motivate a person’s self-development in later life. Among the many technologies, we distinguish the technology of personally oriented learning, which focuses on creating conditions for a healthy social and psychological atmosphere in the group, as well as partnership relations between teachers and students. Personally oriented learning technology, according to the scientific views of M. Hrynyova, is studied from the biological, psychological, pedagogical and social positions of the formation of personality in society. An important component of the implementation of this technology is the organization of the learning process taking into account the physical, psychological, intellectual and emotional states of the students in order to improve their individual learning style [17, pp. 47–55].

Interactive learning technologies have become an integral part of the modern educational process. Interactive learning involves active interaction and involvement of all participants in the learning process. In the interactive form of learning, there is a polylogue: not only interaction between the teacher and students, but also an active conversation and cooperation between students. The teacher performs a coordinating or advisory role. This means that the teacher and students are equal subjects of learning,

each of whom can have his own opinion, which a priori has the right to exist. Interactive technologies can be divided into 4 main groups: 1) interactive technologies of cooperative learning; 2) technologies of collective and group training; – situational modeling technologies; 3) technologies for processing debatable issues. Let's take a closer look at several interactive technologies for cooperative and group learning.

*1. Discussion in small groups:* Small groups are created to stimulate thinking and generate ideas related to a certain topic. This method of interactive learning should be used to discuss problematic issues. Each of the groups should demonstrate the results of the discussion of the issue to a small number of listeners, and the teacher should summarize the discussion, draw conclusions, find a common denominator. The optimal size of the discussion group is 4–6 people. The discussion should be short enough, about 10 minutes. There are many ways of grouping:

- calculation by numbers;
- drawing lots (for example, drawing colored stickers);
- grouping by interests or spheres of activity (for example, if work in groups is aimed at different vectors of activity and needs distribution specialization); free association, at the request of the participants;
- let's formulate the main characteristics that are characteristic of learning in small groups: common goals and tasks (cooperation, not competition is the basis learning in a group);
- individual responsibility (individual responsibility means that the success of the entire team depends on the contribution of each student, which involves helping team members to each other);
- equal opportunities for success (equal opportunities assume that any student should improve his own achievements);
- each student learns according to his own capabilities and abilities and therefore has a chance to be evaluated on an equal basis with others.

*2. Brainstorming* is an effective method of collective discussion, search for solutions, which encourages students to express their imagination and creativity by freely expressing the opinions of all participants and helps to find several solutions on

a specific topic. Brainstorming is used both for discussion by the entire group of students and in small groups. Its goal is to formulate as many ideas as possible on a given topic within a limited period of time. “Brainstorming” is carried out in two stages. At the first stage, ideas are formulated - all, even the most incredible. It is very important during the first stage to ensure that there is no criticism of ideas, as this inhibits the further pace and enthusiasm of generating ideas. The absence of criticism encourages students to consider issues from different points of view, to introduce a non-standard approach and to consider original views. At the second stage, ideas are evaluated and the best options are selected for further work. When to apply the method: if the group is faced with a very specific problem; if the group is quite homogeneous and its members are not afraid to express their own ideas; in small groups, about 10 people are best; in a small room where flip charts can be placed on the board with ideas written on them. Principles of participation in brainstorming: “it is not allowed to criticize ideas” – this is a prerequisite for the effective application of the method; each idea should be written down as correctly as possible, but concisely; the number of ideas should not be limited, remembering that it is their number that is important, and the evaluation will be carried out at the end of the exercise; important ideas are usually non-standard; the widest possible use and development of already mentioned ideas or proposals is advisable.

Forms and methods of interactive training can be effectively applied not only in the classroom, but also in the conditions of distance (online) training: for example, on the Zoom platform. The teacher has the opportunity to divide all conference participants into groups – separate “breakout rooms” in the middle of the conference. The teacher can connect to each of these halls. Participants in one session hall cannot hear or see the discussion in other halls. Such a function allows discussions in pairs, groups, teams, etc. You can make the distribution between groups independently or automatically. The settings allow you to automatically change the composition of groups and set time limits. Also, you can effectively use the Zoom board (Whiteboard). This is a function that allows conference participants to draw, write, and make marks on a white screen together in real time. Therefore, after considering the interactive

technologies of group learning, we can conclude that these methods allow to intensify the process of understanding, assimilation and creative application of knowledge when writing practical tasks in foreign language classes, and also increase the motivation and involvement of each student in the educational process. Interactive learning forms the ability to think critically and creatively.

Not only educational methods can be group, but also teaching methods. 3. Team-teaching, cooperation between teachers Team-teaching is the cooperation of two teachers who work together to achieve a common goal – to improve the educational activities of class participants. Team teaching has a positive effect on the professional development of teachers. The main components of team training are team planning, team teaching and team observation. Thanks to this method, teachers even with different levels of work experience have a huge opportunity to collaborate equally. This method allows you to note a number of its advantages: collegiality: team teaching provides a good opportunity for teachers to learn more about each other.

The teacher's goal is not only and not so much to acquaint students with the subject in the first lesson, but to interest them, to create conditions for the activation of cognitive activity. To implement and popularize this goal, the teacher must use the following tools: a) providing information and organizing meetings of students with graduates who can prove that not only professional knowledge, but also a high level of language proficiency allowed them to achieve their goal; b) creation of an environment where knowledge of a foreign language is considered prestigious, and formation of students' understanding of the real need to improve the level of knowledge; c) activation of students' independent work by involving them in professional conferences using a foreign language.

Scientists distinguish between external and internal motivation. Internal depends on the internal environment (teacher, study group, environment), external – due to the importance of information about the country whose language is being studied, in particular about its culture and history; awareness of the importance of language for the realization of needs. The teacher must know the needs of students, constantly maintain the motivation of learning at a high level. There are several types of



motivation regarding a foreign language. It can be a broad social motivation associated with a sense of civic duty to the country and relatives, with the idea of education as a way to fulfill one's purpose in life. The second type of external motivation - narrowly personal – defines the attitude towards mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being, getting a better job. To maintain motivation, the teacher must clearly see the possible sources of motivation: 1) students' awareness and acceptance of the social necessity of learning a foreign language; 2) formation of students' personal needs for learning a foreign language. Motivation determines the productivity of educational activity and is its organic component.

The transformation of the content of education in Ukraine involves changes in approaches to the formation and development of personality in the conditions of intensification of information flows, which contributes to the introduction of new technologies and methods of organizing the educational process in educational institutions. Let's pay attention to the fact that the goal of modernizing the content of education is to teach students to correctly perceive informational content, the content of social networks; distinguish foreign language electronic resources; to realize the importance of quality education; to develop ecological thinking. Modernization of the content of education is also focused on individual personality development, acquisition of practical abilities and skills, self-improvement and professional realization in society. Innovative technologies, which are actively introduced into the educational process of educational institutions, are aimed at helping the individual to get not only professional quality education, but also the formation of practical skills necessary for self-realization and socialization.

The implementation of a person-oriented approach in the educational process of higher education institutions involves the development of a person's individual potential, providing comfortable conditions for his self-realization and manifestation of creative abilities. In the process of implementing such an approach, attention is paid to technologies that are aimed at facilitating the psychological adaptation of the individual to learning and the development of skills through the development of

professional activities in certain conditions. Let us emphasize that the conceptual basis of the person-oriented approach consists of the philosophical ideas of humanization and liberalization of education. The humanization of education is considered as a process of modernization of the content of education, which is aimed at making the individual aware of the importance of developing abilities and social interests. Humanization also determines the main ways for successful self-development of education seekers, creates conditions for their self-determination in society. Liberalization of education involves the creation of conditions and opportunities for individual personality development. The development of the ability to analyze the results of the acquired knowledge and the awareness of the importance of individual and social responsibility acquires significant importance in the process of education liberalization. Liberalization and humanization are processes that help to determine the weak and strong aspects of personality development, to reveal individual abilities and features of his intellectual potential. We emphasize the fact that a person-oriented approach allows the use of various technologies, which are fixed on the diagnosis of mental and creative abilities and changing the role of the teacher in educational institutions of various types; also focus on the processes of individualization of education for the purpose of successful self-realization of the individual. As evidenced by the results of the survey mentioned above, the majority of interviewed students consider awareness of the need for knowledge of a foreign language for further work to be personal motives for learning a foreign language (47.5%); the need for every educated person to know a foreign language (36%). Students mainly use professional information obtained from foreign language sources to study in English classes (33.5%) and write essays, course and diploma theses (5.7%). Less than a third uses it to expand knowledge of the specialty (30.4%). Although 85% of students admitted that their English language skills improved significantly during university studies, they do not sufficiently use their own foreign language competence to deepen their professional knowledge, focusing mostly on fulfilling the requirements of the English language curriculum. Right now there are prerequisites for rethinking the approach to education and more effective application of new teaching methods, such as: cognitively oriented

technologies (dialogic teaching methods, discussion seminars, problem-based learning, cognitive maps, instrumental and logical trainings, etc.); activity-oriented technologies (project method, contextual learning, organizational and activity games, complex (didactic) tasks, simulation game modeling of social processes, etc.); personally oriented technologies (interactive and simulation games, development trainings, etc.)

The choice of methods depends on a number of conditions: the specifics of the content of the educational material, the general tasks of training future specialists, the time the teacher has for studying this discipline, the characteristics of the composition of students. High-quality language training of students is impossible without the use of modern educational technologies. Modern foreign language teaching technologies in technical higher education institutions include professionally oriented learning, the project method, game technologies, intensive and distance learning technologies, information and telecommunication technologies, working with educational and controlling computer programs in foreign languages, creating presentations, teaching a foreign language in computer environment (forums, blogs, e-mail), training training systems, the latest test technologies, namely the creation of a database of foreign language materials for conducting computer testing in order to control students' knowledge, etc. Studying foreign languages with the integration of modern Internet technologies in the educational process enables students to improve their listening and reading skills; overcome the language barrier thanks to immersion in the language environment; introduces students to online resources that offer a lot of interesting and useful information, with the help of which the student solves the tasks set by the teacher; stimulates the discussion of topics and discussions in a foreign language outside of classroom time, which ultimately leads to increased motivation to learn a foreign language as such and further success in professional activity. In connection with the rapid growth of the scientific and technical base and information technologies, the requirements for teachers are increasing. The use of modern Internet technologies in the educational process does not lead to the replacement of teachers by computer systems, but to changes in the role and functions of teachers, the complication of teaching activities. On the basis of Internet technologies, synchronous and

asynchronous communication are distinguished. Means of synchronous communication are Internet resources that make it possible to communicate in real time (chat, video chat, audio chat). Asynchronous means of communication are Internet resources that provide information exchange with a time delay (forums, e-mail and audio mail, sites, blogs). The communicative method as a means of learning foreign languages, aimed at the development and improvement of the personality, the disclosure of its reserve capabilities and creative potential, creates prerequisites for the effective improvement of the educational process in institutions of higher education. Its variety is the cognitive-communicative method of teaching. It is based on the principle of awareness during training. According to this method, the study of any linguistic phenomenon should be based on an understanding of its occurrence and use in language. Exercises of a cognitive-communicative nature should capture the attention of students, stimulate their interest in further learning, teach them to analyze, compare, generalize, and find relationships. The constructivist method is also important in learning a foreign language. It consists in active learning of students. The teacher's task is not to teach, but to facilitate the educational process. The class is action-oriented. Students are encouraged to independently construct their knowledge. The constructivist method is based on the focus of the educational process on action, close to the realities of professional activity. Of course, this type of activity should be carried out, especially at the initial stage, with the active support of the teacher, whose function is to simulate a certain real situation, taking into account such features as the level of students' command of the language in general and lexical material on the relevant topic in particular, the degree of preparation of students for independent work, socio-psychological features of a specific student group. An unconditional positive feature of the constructivist method is the opportunity for students to get closer to real life situations, "experience" them using a foreign language, and be ready to communicate in English in similar situations in the future. When choosing one or another method, the teacher must adhere to certain criteria and set goals that will be achieved, namely: 1) analysis of students' language needs depending on the chosen specialty; 2) focus on practical language use; 3) focus on teaching orientation in foreign

language material and in a foreign language environment; 4) teaching students to conduct conversations on professional topics and develop their own projects. These teaching goals should be realized using a number of techniques, approaches and methods. One of the most effective methods is communicative, which makes it possible to introduce into the learning process such forms of work as brainstorming, role playing, and creating a problem situation. Brainstorming is a problem-solving process based on stimulation of creative activity, which develops search and research competencies, creativity and communication skills, helps to master the skills of working in a group. The role-playing method forces students to solve various problems, contributing to the formation of appropriate types of speech activity. The method of creating a problem situation is based on examples from life and involves students' independent formation of problem situations and a collective search for their solution. The content and technology of learning a foreign language must correspond to current interests and meet the needs of the student, i.e. reproduce the environment closest to real life. For this, the foreign language teacher should show more interest in the students' specialties, be aware of the main achievements in the relevant fields. It is necessary to constantly maintain contact with teachers of special disciplines to determine current issues of future professions of students. The education system prepares an engineer for work not only in the near future, but also in a rather distant perspective. The detailed conditions and nature of this activity are difficult to predict. Therefore, the choice and justification of the content of education, in particular, the study of a foreign language, should also perform some prognostic function. This means that the teacher of each academic discipline must orient himself and orient students not only to his narrowly utilitarian role, but also to the prospects of effective use of acquired knowledge, abilities and skills in future activities, to the formation of their ability and internal need for constant self-education, self-education and self-improvement throughout the entire active labor activity.

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**Conclusions.** Communication and communication are an integral part of the life of an individual and society as a whole. This is a rather multifaceted process that allows solving certain tasks: exchanging information and experience, gaining knowledge, making changes to the social system, self-knowledge of a person through interaction with actors and subjects. During the evolution of the concept of "communication", representatives of various disciplines tried to define and justify their theories of communication. Currently, there are various interpretations of the concept: psychological-pedagogical, social, philosophical. The professional activity of a specialist is impossible without communication and communication. In modern

conditions of integration, globalization, regionalization, widespread computerization and digitalization, professional communication is one of the main means of solving professional tasks for a specialist. However, there is still no unequivocal definition of the concept, which is expressed in different approaches to defining the concept, its structure, and its content in relation to specific professional areas and specialties.

New approaches in education are associated with the rejection of traditional narrow-profile training of personnel for various professional fields, under the conditions the emphasis is on the anthropocentric orientation of management activities, when any company is viewed as a humanitarian system, where the most important factor is the human factor. A new form of corporate governance is reengineering, i.e. designing a business as an engineering activity makes high demands on an engineer as the owner of a broad humanitarian outlook, managerial qualities and an active life position. In addition, the globalization processes of the modern economy, the proximity and accessibility of world experience through rapidly developing information technologies force today to move away from the narrow traditional national trajectories of engineering personnel training, to develop new educational standards focused on the approaches adopted in the modern world, taking into account the requirements of the global labor market. In accordance with the requirements of modern production, the professional profile of a modern engineer consists not only of special technical knowledge and skills, but also a number of so-called “soft” (soft skills), or humanitarian, qualities and competencies that are non-traditional for engineering education: the ability to work in a multidisciplinary team, the possession of techniques effective argumentation and communicative competence in general, understanding of the professional and ethical responsibility of making engineering decisions, the ability to analyze and criticize decisions made, the art of managing people and understanding the need for lifelong learning.

Therefore, the introduction of person-oriented technology is opposed to traditional techniques and means of training students of education, which contributes to the determination of the potential of individual achievements of a person and his level of competitiveness.

Formation of motivation in technical higher education students is one of the main tasks of the educational process, in which the student should become an active participant, not a passive object. High-quality foreign language training of students of technical specialties is possible if new teaching methods are used: cognitively oriented technologies (dialogic teaching methods, seminars-discussions, problem-based learning, cognitive maps, instrumental and logical trainings, etc.); activity-oriented technologies (project method, contextual learning, organizational and activity games, complex tasks, simulation-game modeling of social processes, etc.); personally oriented technologies (interactive and simulation games, development trainings, etc.). The introduction of innovative approaches to teaching English with the use of multimedia teaching aids enables students to increase their motivation to learn foreign languages; get access to new, alternative sources of information; to develop independent mental activity; improve creative self-realization; to form communication skills, intercultural and professional competence. Thus, these technologies help to qualitatively diversify classes, make them informative and didactically diverse, and significantly increase their effectiveness, provided that the content of the subject “Foreign Language” is professionally oriented in technical higher education institutions.

**Prospects for further research.** Searching for tools that will help optimize the process of learning English for professional communication, it is necessary to address the needs of students, the goals they set for themselves when starting foreign language classes, that is, to effectively organize language and mental activity, motivation is necessary. The methods of teaching foreign languages are constantly being updated, therefore, the need for their study is growing. Since one of the most effective methods is communicative, we see prospects for further exploration in its study.

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